

VOLUME IX

# The A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



NOVEMBER 1928



SOUTH ALBERTA—CONVENTION NUMBER 1

## The New Viewpoint

**T**HE new viewpoint in education is to fit men and women for life, and in carrying out that new ideal, especially in our western universities, it is necessary to link up more closely education with industry, and it is to meet the changing needs of the modern world that we must model our school curriculum . . . . Our educational system must meet the demands of a new and pioneer country and at the same time it must keep high those ideals which inspire men when the affairs of the day are over to withdraw into the inner room of their minds well furnished with the treasures of the past, there to live with the masters of all time."

—President Wallace.

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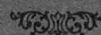
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# The A.T.A. Magazine



*Magistri Neque Servi*

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

VOL. IX.

EDMONTON, NOVEMBER, 1928

No. 3

## The Unit System

By A. J. WATSON, B.A.  
Superintendent of Schools, Lethbridge

THE Unit System has now been in force for five years—sufficiently long enough for us to observe its merits or defects, and to see how its practical application fits in with the original theory. Apparently there are still some who have difficulty in properly interpreting the course as is evidenced by the preparation of students coming from other schools and from inquiries made from time to time. In order not to give the impression of discontent with the Unit System, I may state unreservedly that I prefer it to the one it replaced. It has many merits, but I also think that after five years' trial it is an opportune time to examine the system in the light of our experience and, if possible, to suggest improvements.

There are six courses under the Unit System. Of these we do not offer the Technical course, not through lack of desire but through lack of equipment and finances. We do not offer the Agricultural course for two reasons; in the first place we find little demand on the part of students for the units of Agriculture (1) and (2), and in the second place those students who select these units find themselves up against a real barrier to further progress, especially those wishing to obtain Junior Matriculation or to enter Grade XII. As it is, we are surrounded by Government Agricultural Schools where this course can be much more efficiently taught than in the ordinary High School. As for the General course, only an occasional student selects it. We do, however, offer the full Commercial course and have at present seventy-seven students enrolled in it. It is, however, the two Academic courses, namely, Normal Entrance and Matriculation, that I wish to comment upon briefly, and more especially in regard to the outline for the first three years.

The general understanding in regard to the Normal course is that it is full of options, and, while twenty-one units must be obtained, the student is supposed to have a wide range of choice. The Matriculation course, on the other hand, is rigid and offers very little choice. This has been well looked after by those who have been responsible for it, for the present Matriculation course, apart from rather grudgingly admitting Agriculture as a unit, is just as rigid as the former system. So, of these two Academic courses one says "Choose," the other says "I dare you to choose." Now it is too much to expect the majority of Grade IX or X students to know definitely whether they want the Normal or the Matricula-

tion course. On the whole, students should be encouraged to go to University, but this encouragement can best be given by providing the opportunity for them to help themselves to get there. Many want the Normal course as a stepping-stone to University later, and, consequently, in High School need to take the combined courses in order to be ready for such a programme. Many others at this age are naturally uncertain as to what they do want and the fair thing for school principals to do is to protect the student against future contingencies by seeing that the school prepares him for either course. This is what we endeavor to do, but instead of it resulting in allowing students a choice of subjects, it narrows the whole situation down to choosing those subjects which are already chosen for us by the University and adding to this list the units of Art (1) and Geography (1), which the Normal School demands but which the University will not permit to be counted as units. Here is the result so far as our school is concerned.

### 2nd CLASS NORMAL ENTRANCE, Compulsory

Literature .....	3 units	Chemistry .....	1 "
Composition .....	3 "	Arithmetic .....	1 "
General Science ..	1 "	Art .....	1 "
Algebra .....	1 "	Geography .....	1 "
Geometry .....	1 "		
History .....	3 "		
Physics .....	1 "		
			17 units

### JUNIOR MATRICULATION, Compulsory

Literature .....	3 units	Chemistry .....	1 "
Composition .....	3 "	Arithmetic .....	1 "
General Science ..	1 "	French .....	2 "
Algebra .....	2 "	Latin .....	2 "
Geometry .....	2 "		
History .....	3 "		
Physics .....	1 "		
			21 units

### OPTIONAL—Any Four Units

Latin .....	2 units	Geometry (2) ....	1 "
French .....	2 "	Music .....	1 "
Algebra (2) .....	1 "		

N.B.—Compulsory and optional units for either course must total twenty-one units.

Art (1) and Geography added to the Matriculation course gives both Normal Entrance and Matriculation standing.

It will be noted that Agriculture is not offered in this outline. It is true that Agriculture may be chosen in place of Physics or a Language, but just try this and see what happens. If chosen in place of Physics (1) it means (in this school) that the student in the fourth year must take Physics (2) without having had Physics (1). This is possible perhaps, but very inadvisable. On the other

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hand, if Agriculture (1) and (2) are chosen in place of two units of a Language, to fulfill number 8 of the Matriculation requirements the student is up against it again, as he is immediately advised (page 33, University Calendar) as follows: "While it is possible to select from 8, four Science units, *it is unwise to do so, for two units of two Languages are required* in order that the student may proceed with first year University work." In other words, the option is offered and immediately withdrawn, so that, in the final analysis, the twenty-one units as outlined above must be taken by the student wishing Junior Matriculation. The result is that the student who wants both courses must add Art (1) and Geography (1), making a total of twenty-three units for the three-year course. This means eight units for each of two of those years and seven units for the other one. This may not appear to be too much, but, as a matter of fact, the average of the first, second and third-year students on the final departmental examinations for the past two years has been (in our school) 6.3 units per student for 1927 and 6.5 units per student for 1928. If this is a fair average for the larger High Schools, (which I believe it to be), then the combined Normal and Matriculation course is too great a load for the average student to carry in three years. Apparently twenty units are all that can be successfully taken, and regardless of what may be said to the contrary, it is the *average* student for whom the course should be outlined. At any rate, for the average student the combined Normal and Matriculation course is three units too heavy, or, one unit a year too heavy. If the situation as we find it is supported by the experience of other High Schools, then it is fairly obvious that it is time to request a combined Normal and Matriculation course that will be within the grasp of the average student. There seems to be no real, logical reason why the University and the Department cannot agree upon such a course. This would be by far the best solution of the situation. If, however, neither party can consent to the loss of a unit, then the logical procedure seems to be either to cut down still further the content of the units, or, better still, to organize the combined course for Junior Matriculation and 2nd class Normal into a four-year course and to recognize in practice what the situation actually is in fact, for there is no doubt but that not more than one-third of the High School students of the Province are able to obtain the combined Normal and Matriculation course in three years.

Now it may be asked what difference does it make to us teachers how many years it takes a student to complete these courses or whether he takes eight units or five in any one year. Our answer is that classroom accommodation is limited and the average School Board is unwilling to engage a staff in a greater ratio than one teacher to forty students. But this is all that the average classroom can accommodate with the result that those students who have units to repeat must come into a class in which all the seating accommodation has already been taken by regular students. The result is an overcrowding of classes with the consequently increased difficulty of teaching, increased strain upon the teacher, and decreased individual results from the students. The alternative to this is to have certain subjects

taught over again, and this we are compelled to do to some extent. We have, for instance, one Grade X class in which three Grade IX units are taught over again, and we have one Grade XI class in which two Grade X units are taught over again. There is no other method of solving the problem with the staff and the accommodation we are permitted to have, but, at the same time, it is obviously a waste of teaching energy. However, in spite of this re-teaching of subjects (and it is impossible to re-touch all units), we have still classes averaging at times from 46 to 53 for certain units. In such large classes the idea of individual attention must necessarily "go by the board" and all that can be accomplished is to expose the students to the general lesson. This is the situation as we find it this year, and lest anyone should remark that it is up to this school to get the students through so as not to have these difficulties to face I just wish to state that the average for the four grades in this school on the 1928 Departmental June examinations was 83.8. This is probably nothing to brag about specially, but, at the same time, I wish to emphasize that the situation I am commenting upon is not the result of any special slump in examinations.

Apart from the size of the classes and the difficulty of accommodation there must be some order in the general organization of the units for the different years if the principal is to make out a time-table that will even approximately meet the requirements of all the students. Thus, it is fairly obvious that the teaching staff is vitally interested in the question of how many units a student is required to take and the majority of them fully realize that there are more units in each year's outline than the average student can successfully accomplish, with the result that about one-third of the students taking the combined course sail along smoothly while the other two-thirds act as an anchor to the ship.

Another feature of the Unit System, whether a defect or merit, is the placing of each unit on the same level, with no credit given for exceptional ability in any one. Fifty per cent is the goal. After that nothing matters. This standard is right and just for the student who cannot make more than an average of fifty to sixty per cent on the total, but I think that something in the nature of a sliding scale could safely be introduced, such as:

- (a) 50 per cent in each unit if the average per cent obtained is between 50 and 60.
- (b) 45 per cent in each unit if the average per cent obtained is between 60 and 65.
- (c) 40 per cent in each unit if the average per cent obtained is above 65.

Students in classes (b) and (c), even though they do go below 50 per cent in one or more units, are better material to work with than students in class (a), and some recognition and encouragement should be given for special ability.

I do not think that any of the above suggested modifications are particularly drastic, but they are worthy of serious consideration and discussion. They may be summarized thus:

- (a) Reduce still further the content of each unit if the present number of units be still required. As it stands both teach-



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ers and pupils are over-worked.

- (b) Leave the content of the units as they are but reduce the number required in any course to 20.
- (c) Arrange a combined Normal and Matriculation course of not more than 20 units.
- (d) Arrange a well defined sliding scale for final examinations so as to give recognition for special ability.

Finally, with regard to the fourth year, we teach ten units but offer a maximum of nine to any student. Here again the Normal course is full of options and the Matriculation course almost rigid in its requirements. The average student quite rightly wants to obtain both, and, as the Matriculation course includes all that the Normal requires, it is the one generally chosen. The following are the units we teach: Literature, Composition, History, Algebra, Geometry, Trigonometry, Physics, French, Latin and History of Literature. Those students who wish the Normal course only, select any eight units from the above, including the compulsory Literature and Composition. Needless to say, the nine units demanded for Senior Matriculation are more than the average student can, or does, obtain. If it should be thought perchance that the first three years have not enough content to form a four-year course, there are very few of us who would deny that the present four years have not enough content in them for a full five-year course.

On the basis of our experience so far with the Unit System, it is evident that a five-year course should receive further consideration and the following might be acceptable as a basis for discussion, at least, of such a course:

1st Year	2nd Year	3rd Year	4th Year	5th Year
Lit. (1)	Lit. (2)	Lit. (3)	Lit. (4)	Hist. (4)
Comp. (1)	Comp. (2)	Comp. (3)	Comp. (4)	Geom. (3)
Geom. (1)	Geom. (2)	Hist. (2)	Hist. (3)	Trig. (1)
Alg. (1)	Alg. (2)	Chem. (1)	Alg. (3)	Physcs. (2)
Hist. (1)	Physcs. (1)	Latin (1)	Latin (2)	Latin (3)
Gen Sci.	French (1)	French (2)	Arith. (1)	French (3)
	Art		Geog. (1)	History of Literature

There are thirty units required for Senior Matriculation. The five-year course provides for six of these each year with the addition of Art to the second year, Geography (1) to the fourth year, and History of Literature to the fifth. These of course would be options for those students desiring the combined course, but in no year would the student taking the combined course be required to carry more than seven units and this for only three of the five years. If desired, Agriculture (1) and (2) may still be added as an option for Physics (1) and Chemistry (1). The same can be done in the fifth year with Chemistry (2) and Biology. At any rate, I venture to state that there are very few teachers who do not consider each of the five years full and complete so far as content of material is concerned. If the five-year course were adopted we would know that we had a course which the average student could successfully accomplish. It would reduce materially the obligation of re-teaching units, and of providing for failures. It would give us a chance to get the greater portion of the work done by the students in the classroom, where it should be done, and, to a great extent, would remove the present homework burden.

Finally, it would recognize officially what the situation actually is, for the average student at present, with a normal amount of work cannot accomplish the four-year course in four years. If he does scrape through it means that those four years have been one long nightmare of toil and drudgery. He may have numerous facts at his finger tips, but he has missed the proper perspective of life which real education is supposed to give.

## School Fairs

MARGARET B. TIER.

**A**UTUMN in Ontario is a pageant of morning mists, hazy days, blue skies and brilliant colors in field and woods; and that one may enjoy these to the full, we have special days in the open afforded by the school fairs and the ploughing matches.

Rural Ontario seems to be thoroughly solid on the school fair, if one may judge by the numbers of them held during September and early October.

Usually they are township fairs in which all the schools participate, and are under the immediate direction of a local association of adults. The fairs are held at the township centres and the exhibits illustrate the chief rural activities as well as those of the schools—calves, colts, lambs, poultry, furred and feathered pets, grains, vegetables, flowers, fruits, household science and manual training, penmanship, art, maps, collections of seeds, weeds and grasses, public speaking, essays, all afford the pupils an opportunity to display their best achievements.

A programme of sports is put on but the crowning events of the day are the pageant and demonstration of physical training exercises—Strathcona—that each of the competing schools puts on.

The various schools assemble at a central point and parade to the fair grounds where each presents its pageant, simple or elaborate as the teachers may select; at a recent fair the pageants presented, represented, "Some Members of the League of Nations" headed by John Bull and Uncle Sam, "Farmers," the boys in overalls and straw hats, the girls in milkmaid costumes, and an Irish scene in which colleens and gossoons in national garb marched to the music of Irish airs played on the mouth-organ by a little colleen.

The pageant and parade which form one competition, and the Strathcona demonstration are judged, usually by a committee formed of the inspector of the district and the county agricultural representative, and the prizes—money—are sufficiently large to warrant the time and effort expended. The parade, alone, with the children in costume, is a sight one will long remember.

So popular have parade and pageant together with the physical training exercises become, that fall fair associations have offered these competitions a place among their attractions.

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## Education is Spiritual

VEN. ARCHDEACON SWANSON, B.A.

**W**HAT can a poor parish parson say to the learned pundits of the Alberta Teachers' Association except "God bless you all," especially when this particular parson is a fond father who has entrusted his children to the tender mercies of a Public School?

For we parents expect a great deal from the profession; perhaps we expect impossibilities! Character must be moulded along right lines; minds must be furnished with right methods of thinking; the appreciative faculties must be carefully trained; the truest spirit of good sportsmanship must be inculcated. If in any of these characteristics a young life fails, and a boy turns out to be a criminal, or indifferent to noble things, or a poor loser—immediately a hypercritical public points the finger of scorn and condemnation and says—"That is the sort of boy that our schools produce!" Somehow, so many people are much more concerned with the failure of the one, rather than with the success of the ninety-nine. Yet the fact remains that our schools are doing wonderful work, and our teachers are, in the great majority of cases, true idealists.

Teaching is a profession for idealists, for education is a *spiritual* thing, and the things of the spirit can only be developed by means of right ideas. Education is a spiritual thing; its value as a money-making device is secondary and is a by-product. Woe betide us if we fall into that snare of thinking of schools in terms of factories for the production of mechanics or stenographers or even teachers! There is, of course, a place for Technical Schools, Agricultural Schools, and similar opportunities of specialized application of theoretical knowledge, but a Technical School is no substitute for a High School, nor a School of Science for a University.

The prime value of education is to inform the mind, to produce an all-round cultural development which will enable the mind to react intelligently to any given stimulus. And further than that, the purpose of education is so to inform the mind that it will have an inner life of its own, detached from the actual conditions in which life is being lived. The educated man makes the better soldier, not because he can thrust and twist a bayonet better than another, but because in the long monotonous hours and days of watching, his furbished mind is at ease, employing itself on its inner diversions due to its carefully stored treasures of knowledge. So, too, with the homesteader and farmer; the man with the well-equipped mind is in a far better position to deal adequately with his problems than the man who merely works by instinct, or by what his fathers taught him. The mechanic in the garage who starts work as a floor-boy as soon as he leaves Public School knows very little except what he picks up or is taught; most of his educated patrons can diagnose the complaint of their car better than he and often can repair it better if they had but the time and equipment. The same general principle is true in all walks of life.

It has been said above that education must deal with the *appreciative faculties*; indeed it is in the development of appreciation that education plays its most important part.

The appreciation of men though they be of another country or an alien culture, of problems of national or international interest, of literature of present and past ages of one's own or of other lands, of art and good music and oratory—these are some of the ways along which education should lead its devotees. Only too often it has tended to become insular, merely self-appreciative; it prostituted its noble opportunities and bred disease and disorder. Mr. Henry Ford once stated that "History is bunk" — the practical, technical man's appreciation of the academic! Yet he spoke more wisely than he knew. The old methods of teaching history were "bunk"; much, very much old history was "bunk." It was insular, and therefore merely self-appreciative and—here is the tragedy of it—it nourished a world of young minds in false ideas leading to war as a perfectly natural and logical condition of life. The writer well remembers a remark made to him in the little log cabin of a German trapper, on the banks of the Yukon River—"Father, if they want to stop war they must burn the history books."

In this era of nations desperately seeking for some guarantee of permanent peace, is it too much to say that it can only be found through true education? For the educated man will demand to know the truth; and if truth be told, the pretexts of war will largely vanish, and the causes be seen as national pride, selfishness, suspicion and fear. Thus education is the hope of the world. "Perfect love casteth out fear," we are told, and love can only come by understanding, and understanding by education.

The destiny of the New Age lies with the church and the school. Would they were one! What a vision—a church truly Christian and an education truly wise, neither of them time serving! If they cannot be one, at least let them be partners, the church to hold up the ideals of the Master for true character-building; the school to develop a type of mind open and alert, "proving all things, holding fast to that which is true." Such a partnership will solve all our problems—immigration, non-British New Canadians, Bolshevism, the "spoils" system in politics, liquor control, sex problems, public health and morals, vile literature.

Is it any wonder, then, that we expect so much from our teachers, when we know the greatness of their opportunities, and the urgency of their work? Is it any wonder that many of us would like to see the teaching profession take itself more seriously, demanding a larger and better period of preparation for what will be regarded by those thus prepared as a real life work, not merely a "stepping stone?"

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## Random Notes

By W. T. R.

IN the September issue of this Magazine the writer of "The Second Reader" column, in discussing interest as an aid to education, asserts that "the form of many final examinations" is one of the factors obstructing the establishment of interests. To prove his assertion, he takes an examination paper in Literature set to some Grade VII pupils, and states that the questions are an obstacle, rather than a help, to the realization of certain "noble aspirations" contained in a certain Departmental publication.

Such questions as the writer refers to are part of the stock-in-trade of every teacher and Department of Education in Canada. But no one pretends that they test a child's literary taste and appreciation. They are tests of knowledge, the acquisition of which is considered a pre-requisite to the appreciation of the selections studied. Matthew Arnold, in one of his reports as school inspector, says that "even the rhythm and diction of good poetry, though the sense be imperfectly understood, are capable of exercising some formative effect"; but he adds, "Of course, the good poetry is not really good unless the sense of the word is known." In brief, there can be no true appreciation of a passage without a clear apprehension of the meaning.

The literary appreciation of a Grade VII pupil is something which no examination paper can properly test. Nor, indeed, is indiscriminate testing along these lines a thing to be desired. Someone has said that we must not be challenging admiration and leading a pupil to express a pleasure he does not feel. In this connection, I cannot do better than quote the words of Dowden, the great teacher and Shakespearian scholar: "To know that there is a literature of the world, and to have felt even for a moment, something of its seriousness, its beauty, its generous passion, its pathos, its humor, is to lay a good foundation. The average boy or girl is not so insensible to these things as some suppose; whoever is wholly insensible, if he gains nothing by a happy choice of passages, at least loses nothing, and superior minds are given the chance which they deserve. Much of the good influence of good literature lies outside the immediate province of the teacher; but a wise teacher will have faith in that influence, and will reckon upon it as one of the aids to his own work; its results will return to him in secret ways which he will not be able to trace."

The teacher is not, however, left in absolute ignorance of the extent to which the pupil's faculty of appreciation has been influenced by the study of a particular selection. The pupil may clearly show that the passage has made an effective appeal to his imagination by the manner in which he reads or recites it or by his desire to make a further acquaintance with the works of the same author.

I may add that the above is written without prejudice to the main conclusion of the writer of the column.

\* \* \*

When it comes to words, the teacher can take nothing for granted. The longer he lives, the more he is convinced that words, mere words and their meanings, are one of the most formidable obstacles to progress, especially in foreign schools.

One morning recently the word "phial" occurred in a problem about to be worked by the senior pupils. I thought the context would surely suggest at least an approximate meaning. For a time no answer was

forthcoming. At last one pupil hazarded the opinion that "a phial is something for sharpening things."

That very evening I was reminded that it is not only in foreign schools that words lead to a strange confusion of ideas. When looking over a newspaper, I happened to come on the following which was related by a speaker at the City of London vacation course in education: "A pupil answering a paper in chemistry stated that 'nitrogen is not found in Ireland.' Inquiry as to the source from which he had derived this information showed that it was based on a statement in a text-book that 'nitrogen is not found in a free state.'"

To point the moral would be superfluous.

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The people have made a great many inventions but they will not end war. They have invented aeroplanes, machine guns, poisonous gas and a great many other things. But they are all of no use. There is only one thing to end war, and that is to be friends and make peace.

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**PROGRAMME**

**THURSDAY MORNING**

- 9.00—10.00 Registration.
- 10.00—10.15 Address of Welcome—by Mayor Swain.
- 10.15—10.20 Reply to Address of Welcome—by Mr.  
Barber, Rumsey.
- 10.20—10.35 "Address" by Mr. G. Foster, M.L.A.
- 10.35—11.00 "School Fairs" Discussion led by Mr.  
Prime, Hanna.
- 11.00—11.30 Address: "Leadership, in Education" by  
Mr. J. W. Barnett.
- 11.30—12.00 Appointment of Committees.

**THURSDAY AFTERNOON**

- 2.00—2.15 Address by Inspector Thurber.
- 2.15—2.35 Lesson in Primary Reading, taught by  
Miss McKinnon, Drumheller.

2.35—3.00 Lesson in Grade IV Spelling, taught by Miss  
Peterson, Rosedale.

3.00—3.15 Community Singing.

3.15—3.30 "Playground Supervision," discussion led by  
Mr. Wootton, Creighton, S.D.

3.30—4.00 Address on Literature in the Senior Public  
School Grades, by Mrs. Jakey, Drum-  
heller.

**THURSDAY EVENING**

6.30—7.30 Banquet, Popular Entertainment.

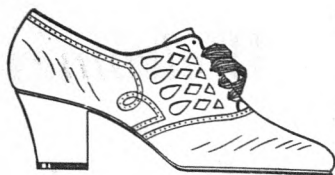
**FRIDAY MORNING**

Through the courtesy of the Drumheller High and  
Public Schools and adjacent Rural Schools the actual  
work of Grades I to XII inclusive will be in operation  
during the morning, 9.00 to 11.30. Teachers will be  
allotted to groups for observation.

**FRIDAY AFTERNOON**

- 1.45—2.15 "History," discussion led by Mr. Springbett,  
Delia; Mr. King, Drumheller.
- 2.15—2.45 "Science in the Public School Grades,"  
discussion led by Miss Reid, Rosedale;  
Mrs. Simpson, Drumheller.
- 2.45—3.30 "Kellog Peace Treaty," by Mr. Garland  
M.P.
- 3.30—4.00 Reports of Committees, Election of Officers

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## Economy in Education

By GERTRUDE J. WRIGHT

**E**CONOMY has always been classed among the virtues, especially when those of a woman are under consideration. "She was a good woman, frugal withal," says a tolerant judge. Even Solomon, in the Book of Proverbs, stresses industry and thrift as hall-marks of a good woman. With such a heritage of public opinion and pressure, women can scarcely hope to throw off the shackles of an instinctive desire to economize.

A number of women discussing their foibles over a cup of tea, laughingly acknowledged their stray petty economies as instincts of a more strenuous day. "If it were necessary, or if it were a worth-while economy," said one, "it would be justified. But my pet one is a ball of string made of the parcel cords around groceries. I can buy a whole ball down town for a nickel but I use hours of my precious time untangling odd lengths of twisted string just to satisfy some foolish thing in my make-up."

"Because of natural instincts of economy, women should be a strong bulwark of the newer methods of education," says a prominent educator, "for the latter demand conservation and economy at every turn."

This interpretation of economy, naturally, is not that of the irate and misunderstanding taxpayer who would cut the robe of education so small and tight that it would bind the very soul of childhood and refuse to button over the barest material needs. Economy, according to the dictionary, means frugality of expenditure. Money is not specified, so its horizon may easily be widened to include frugality in the expenditure of effort, interest, time, etc.; and frugality implies not the small outlay but the wise spending which demands value for value.

All over the world, at various times in educational history, school rooms have been filled to overflowing, the salaries of teachers cut, cheap materials substituted for good, and a dozen and one other so-called frugal gestures made in the interests of economy. The short-sighted taxpayer—fortunately among the minority today—smiles gaily, and boasts a progressive step in educational economy. But he refuses to learn that the quality of schoolroom work is lowered, carrying with it the equipment of the coming generation; that the teachers' vitality and enthusiasm suffer and that, ultimately he pays in cold cash for: (1) substitutes for teachers who, burdened beyond strength or hope, are obliged to go on the sick list; (2) larger supplies of materials, for poor quality must be propped by quantity; (3) an extra year's educational expense for pupils who should have graded had the teacher had a reasonable chance for individual work. If one reckons the usual average of six to eight failures in overcrowded rooms, the number of rooms so filled in the town or district, and the yearly cost per capita of education, the offset against the original saving is rather startling. Unfortunately, since this expense is spread over the years and not definitely listed in the ledgers in dollars and cents, it often escapes notice.

This is, however, entirely a purely materialistic reckoning. If it were possible to measure in the same way the loss of the teachers' health and vision; the consequent lowering of quality of child training; the added years of dependency of hundreds of children, it would be observed that each repeated year's work in public or high school means a year less of earning power and time gone from a child's life,—a year more of dependency upon parents and taxpayers. This, from the standpoint of national financing, deserves serious consideration. But it is far from discouraging, for steadily increasing evidence shows that the nation is awakening slowly to the fact that economy in the expenditure of educational money is not measured by the size of the sum spent but by the sagacity of the spending and the value received.

Apropos of this, I quote from the editorial of a recent number of a Canadian magazine: "Five hundred million dollars is a great deal of money. It represents the value of the western wheat crop at a dollar a bushel. It is, of course, only a fraction of Western Canada's farm production, and it says nothing of the output of coal, lumber, oil, and other sources of revenue. . . . It is necessary on farms as well as in cities for people to recognize that the values of most worth are human values. The surest way for any land to decline is for the people to become wedded to materialism."

"Therefore, it is urged that better libraries in schools, the securing of teachers, preachers and leaders of the highest type is a first consideration."

"After all, the big work in a country is not producing crops, but well-developed men and women. The great need is not that of making wealth, but of spending it wisely. It is a marvelous thing for a country to obtain half a billion dollars. It is the most difficult thing in the world to use it wisely."

Economy, however, to the intelligent educator, has a wider application than the spending of money. It suggests an application to methods, interests, individuality. When a child's interest is awakened in any subject it is educational economy to use that precious interest rather than wait meanwhile struggling to re-kindle the quenched fire of his enthusiasm. Like the frugal housewife, the teacher bestows thought upon the utilization of all her materials, and the materials of education are wide and varied—the brains, tendencies, talents, temperaments and characters from which, in the brief years of a quarter century, will evolve the Canadian nation. A stupendous task? Yes, and a glorious one. The educator, appalled at the waste of time and energy and gifts that results from too great standardization of educational aims, turns to specialization. The schools for subnormal children, for blind children, for the deaf and dumb, for those of tubercular tendencies, offer some relief: Technical schools, also, are absorbingly interesting. These are the greatest economic units of education today for the conservation and development of individual abil-

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ity for service. But they are pitifully limited, so that the recent announcement of the Alberta Minister of Education that the scope of technical work will be widened will meet with warm approval.

What about junior trade schools? That is a question one hears frequently these days. Will educators eventually evolve also a working plan for these? If they do, economy will actuate its adoption,—economy of child powers and possibilities, and of the dependent years of childhood. Economy in educational practice and organization is still an undeveloped art. In the Utopia of our dreams it will figure largely and to magnificent purpose.

These are wonderful days for educators. No longer a stone wall ahead, but a path with a light to follow; freedom to think, to plan, to speak. Awakening sympathy in the hearts of parents and tax-payers; the interest of the great thinkers of the day.

*"The world is so full of a number of things,  
I'm sure we should all be as happy as kings."*

## Criticism and Research

By PHILIP J. COLLINS

NO one who is interested in education, whether or not engaged in connection with the system, can have failed to notice the barrage of criticism to which it is continually being subjected. Columnists in our newspapers, writers in our magazines, boards of trade, the "tired businessman" who has been unable to find an assistant "made-to-measure," politicians, and last but not least, teachers themselves, all take part. Indeed it would be difficult to find a type of organization, industry or individual unrepresented amongst the critics. Nor is this condition a local one but would appear to be widespread.

Much of this criticism is well-meant and most of it sincere but how much of it, or rather how little, is helpful? The greater part merely points out the failure to reach a standard temporarily set by the individual critic. The type of criticism is probably the direct result of the type of education. The very system these well-meaning people censure, through its weaknesses has helped to produce the critic who condemns but cannot cure, who would alter but can not amend. It is just such fault-finding which tends to make callous the most conscientious of public officials, which deadens the work and dulls the enthusiasm of our greatest idealists, which rivals Satan himself as a destroyer of good works, driving those in charge to systematize more and more.

The faults would seem to be many and diverse. Teachers complain of mass methods, of poor textbooks, of narrowness, of quantity; laymen tell us of employees who cannot perform simple operations in arithmetic or cannot spell or write; of lack of initiative, of inability to carry out orders. Even the very purpose of education seems undecided. "It is as true nowadays as it was in the days of Aristotle that 'there is no agreement as to what the young should learn. . . . nor is it settled whether education ought to be directed mainly to the culture of the intellect or the development of character'."

It would seem therefore, that while there is plenty of evidence of the need of reform, there is but little as to the manner of the change. While all see the signs and symptoms of the ailment, its root cause is unknown and its treatment undecided. Many salves have been suggested; many nurses and physicians hired and fired, but the patient is still sick. And now the trustees in convention are to give consideration to the diet. It matters little what the curriculum be, the main consideration is the character and skill of the teacher who applies it. However, some good may accrue, some improvement be registered, but none that will give, in return for the money and effort expended, the results we all long for or should see.

As far as the curriculum is concerned, teachers know that the methods of application are of much greater importance. No course of studies has yet been devised or ever will be which suits equally every child. The same diet does not produce the same result in different patients. To secure the best results, there must be elasticity of treatment permitted. Perhaps nine-tenths of our criticism of the course ought rather to be directed at the type of questions and tests set upon it. Absurdities can be gathered on every side, the supreme weakness being, no doubt, the establishment of "passing" as the prime motive of effort. (The writer recently read in the press of a pupil who had "passed a very successful examination"). But, again, this is not certain. Abolish our examinations and where would we be? Are we to do our own promoting? It is hardly likely that the "powers that be" will permit that, for their distrust of us is already manifest in rules and regulations while the simplest returns require to be signed in the presence of a Notary Public or similarly qualified person. And do we really trust one another? Examination results too are sometimes a protection to the teacher.

The first and most imperative need would therefore appear to be a correct diagnosis. But who is to undertake the task? Permanent officials are too busy with the mechanical operation of the system; superintendents, inspectors, etc., seem to be caught between the devil of the system and the deep sea of the schools; the teachers remain, and of these, some could not if they would, while many would not if they could. However, some small start has been made by the Educational Research Department of the A.T.A. May they proceed with their work enthusiastically and successfully, although what can be done in this way by those actually engaged in teaching must necessarily be slow and small of quantity. Our engine is only "hitting on three" but apparently we are to climb over it and repair it while running, not omitting to steer in the meantime. The machine is costly, its results apparently unsatisfactory; in any business or industry an expert or group of them would be called in to investigate; but with education this is left to be done by those without proper facilities for so doing.

Thorough investigation is necessary, to be undertaken by men and women who have devoted their lives to education, who have high ideals but are also practically minded, and who have at their disposal every available source of information. This will cost money but co-operation between the

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M. D. MEADE

And thru that haze which is not sadness  
Glow those thoughts which season madness,  
Vain regrets of former "badness"  
Come to worry me.  
Fital gleams of things that have been,  
Just a glimpse of all I have seen  
In a sorry sea.

And in that sea where mortals wander  
Goals, though sought with greatest candor,  
Seem withal to but meander  
Farther yet from me.  
And hence the thought of things that might be  
Rises on the past to smite me  
Down to melancholy.

Friend with nature like to mine,  
Who never did request decline,  
To this my sad lament incline  
A willing ear,  
Be pleased to hear  
This tale of woe, for it will pass  
With breaking day—O dewy grass—  
The morn is near.

**GEOMETRITIS**

By I'MA A DUDD

I think that I can never see  
As hateful a thing as Geometry.  
With cords and arcs, all day I wrangle  
Until at night I'm in a triangle;  
Angles bisected, cords inscribed,  
'Till rules and compass are sorely tried.  
Finding the value of X or B  
Is all we do in Geometry.  
Upon whose head this curse is laid,  
From students often sore afraid;  
But I'm not the first and last to be  
A nervous wreck from Geometry.

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- 4.—If the weather doesn't just suit you, don't think of coming.
- 5.—If you receive a notice of the meeting, forget the date at once—don't try to remember it.
- 6.—If the secretary sends you a return card for your lunch or dinner reservation, or a form to fill out, throw it in the waste paper basket—he just sent it for fun.
- 7.—If you do attend a meeting, find fault with the officers and other members.
- 8.—Say it is not your meeting anyhow, it belongs to the officers.
- 9.—Never accept an office, it is easier to criticize than to do things; claim you are too busy to give it any time.
- 10.—Nevertheless, get sore if you are not appointed on a committee; but if you are appointed do not attend committee meetings.

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universities and the education departments of Canada could surely do something. It has already been proven at some of the conferences that money can be obtained by other means than taxation provided the donors can be assured that something real is being attempted. We have, also, the parallel of the sums which are being spent both by provincial and dominion governments for agricultural investigation. It could and should be done for education.

As to what is to be investigated the chief trouble would be to keep the topics within bounds. A clear definition as to what we are trying to do would be of immense value in the first place. Local variations could well be left to themselves. To what extent should we aim at utilitarian ends and to what extent cultural? Why should a cultural education necessarily follow professional lines? Why can not pupils be classified as to temperament, intelligence, etc., and educated accordingly? Various systems of examining might also be investigated. Can we not test the use of knowledge rather than placing so much emphasis on its accumulation. Speed of accomplishment might also be considered. Perhaps the final examination might be abolished altogether except in the case of an appeal for a student who is classified as a failure. The matter is far more than a consideration of "I. Q.'s" and tests.

A complete and thorough investigation is required as to which subjects shall be selected for instruction, what shall be our aims in dealing with that particular subject, of methods of teaching, of ways of testing, of means of grading and classifying. We are none of us getting the results we desire. We all realize how much more might conceivably be accomplished. Are we leading our pupil "into the fullest, truest, noblest, and most fruitful relations of which he is capable with the world in which he lives?"

## Is Our Education on the Right Track?

A READER'S JOURNAL, by "ALTAIR"

**A**RE we on the right track in education? Several suggestive passages I have run across recently have set me wondering. It is an important matter, and there is no doubt in my mind that it is a debatable matter. I mean that there is no reason on earth for us to congratulate ourselves complacently that our method of instructing youth today is pretty close to the ideal.

Instead, it may be essentially wrong in principle.

But before launching into a brief debate on this subject of universal—or at least terrestrially universal—interest, I had better indicate what I mean by track, and what I mean by education. Define the thesis, so to speak.

\* \* \* \*

Our education, as we know it in the public and high schools of Canada, and the universities, is meant, one presumes, as a preparation for living. That is, surely, the end and aim of it all. Some subjects are—or used to be—calculated to give "mental discipline." Even there, however,

there would seem to be little point in them unless we had in mind a situation ahead which needs a mind made active and subtle by such "mental discipline."

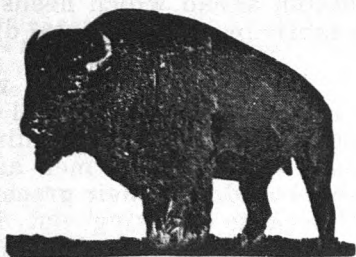
Make it concrete. Arithmetic,—why do we teach that? Surely it is with either a practical or a disciplinary or a cultural aim. I cannot think of any other. We teach it so that as men and women they will be able to add up their grocery bills. We teach it because working out its abstruse and abstract calculations is good mental exercise, and "sharpens the mind." Or we teach it because it uncovers and develops new faculties of the mind.

Then literature. There, I suppose, the stress is on the cultural. We don't expect our pupils to make a living by writing poetry,—they will have to be either geniuses or Walt Masons if they do. We don't think much of mental discipline in connection with literature. We regard it as too easy for that. Evidently we teach it so as to add pleasure to the child-mind by revealing to it the beauty of rhythm of expression.

So with history and art and writing and the classics. There is an element of the practical. "You are going to need this when you leave school." So, in preparation for this time, fifteen or twenty years distant in the case of some of these present-day pupils (who, by the way, remind one of the old gag, "What's your boy going to be when he leaves school?" and the father's sarcastic answer, "An old man") we stuff facts and more facts and still more facts in these child minds, at a time when they have little or no use for them. They have little or no motive. What good some of the history does I cannot conceive. Just the other day I was looking at the exercise book in history of a thirteen-year old girl:

"King John was a very wicked man."

That, I suppose, is the flower of half a dozen years of instruction at school. But what earthly difference does it make whether the child learns that King John was a very wicked man or not? If she ever gets any real education, she will have to start all over again, and learn that "wicked" is only a tag we put on people and names, that, like Holmes' slang terms it, is a sort of blank cheque which we can fill in with almost anything we please. Why was King John wicked? And what does wicked mean? And how is a wicked man different from a good man? Historians called John wicked, I suppose, because he was selfish and strong-willed. But history lifts to the skies many men just as selfish as John, and calls them great; many men just as strong-willed as he, and calls them men of iron determination, greatly to be praised. I cannot, just now, see a particle of value in teaching a thirteen-year-old girl that King John was wicked. Nor can I see any value in teaching a parrot to say "King John." In time the child may grow up and want to know all about King John. Then, I should think, it is plenty soon enough to learn about him. She will learn as much then, with a motive, in an hour as she would have learned as a child in a month, and she will learn it in a way that doesn't have to be all changed around again. And if the time never comes when she wants to learn about King John, then a good turn has been done by saving her from cluttering up her mind with stuff that doesn't



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mean anything. There is so much that is vital in life to be learned that the more rubbish we can throw overboard the better.

\* \* \* \*

This seems a strategic point to introduce the first of my quotations. This one is from Froude:

"The knowledge which a man can use is the only real knowledge, the only knowledge which has life and growth in it, and converts itself into practical power. The rest hangs like dust about the brain or dries like rain-drops off the stones."

\* \* \* \*

What I am doing, of course, is to question the value of theoretical or preparatory teaching, which, by the way, justifies itself with such reasoning as this: "This is abstract, it doesn't mean anything just now, but if the child will memorize it, or the words that mean it, the truth will come in very useful in the future. For example, we teach memory gems to babes. We get them to say over scraps from Emerson and Coleridge and Wordsworth, as well as from simpler poets. We get our High School pupils working over "Ode to Duty" or some equally mature poem. The words can't possibly arouse in the child emotions that the poet felt when he wrote the poem, because the child hasn't the emotional background, hasn't had the experience, hasn't lived and loved and thought enough. We say "No, but if they memorize the words, now, while their verbal memory is good, they'll thank us some day."—I've no doubt there's something in that. But on the whole and in the main, words, words, words, that don't mean anything, are repulsive to the mind. The vital spark can not set all that rubbish afire. The healthy growing nature rebels at so much useless lumber it is asked to carry along for years until life shall give it meaning. The practical result is that these fine passages of literature become positively distasteful. If they do, so far from doing a child good, you have done it harm. I nearly lost one of the great spiritual experiences of my life by having to study Browning's "The Glove" as an eleven-year-old boy. I still detest it. Yet Browning is my favorite of favorites, and not another of his poems, except "The Ride From Ghent To Aix" and "An Incident of the French Camp" — both of which I had to learn when I had no motive to do so—invokes in me that feeling.

\* \* \* \*

It reminds one of the striking simile of immunization. You know, if a doctor wants to make an organism, an animal or a person, immune from a poison, he can do so by feeding a minute trace to the system, gradually increasing the dose. The time will come when a large dose has no effect. We give children small doses of education, until at last they become immune to any dose.

\* \* \* \*

Speaking of liberal education—which is practically what I meant in speaking of "cultural" education—brings me, as the preachers say, to my second quotation. This is from James Harvey Robinson's, "The Mind in the Making." Of liberal education, he says:

"This branch of education is regarded by the few as very precious and indispensable; by the many as at best an amenity which has little relation to the real purposes and success of life. It is highly traditional and retrospective in the main,

concerned with ancient tongues, old and revered books, higher mathematics, somewhat archaic philosophy and history, and the fruitless form of logic which has until recently been prized as man's best guide in the fastnesses of error. To these has been added in recent decades a choice of the various branches of natural science.

"The results, however, of our present scheme of liberal education are disappointing. One who, like myself, firmly agrees with its objects and is personally addicted to old books, so pleased with such knowledge as he has of the ancient and modern languages, so envious of those who think mathematically, and so interested in natural science—such a person must resent the fact that those who have had a liberal education rarely care for old books, rarely read for pleasure any foreign language, think mathematically, love philosophy or history, or care for the beasts, birds, plants, and rocks with any intelligent insight, or even real curiosity. This arouses the suspicion that our so-called 'liberal education' miscarries and does not attain its ostensible aims."

\* \* \* \*

Of course even if one banished all the artificial subjects, there would be plenty of legitimate and valuable ones left. Many children, if not most, want to read—they have a motive. Even if they started out without one, they would soon pick one up in working with a subject they were interested in. Most of them want to communicate their thoughts,—there is purpose and need for teaching of speaking and writing. Many of them want to draw and paint. Boys want to work in wood and steel, girls in gingham and prints. They'll be interested in civics some day, when their Dad is elected reeve or alderman, perhaps. Geography will arouse their curiosity as soon as they travel, perhaps as soon as their elder sister travels. And so it goes.

\* \* \* \*

These are merely suggestions thrown out — provocative, incomplete ones. The point behind it all in my own mind is the conviction that what we want to graduate from our schools,—if we can find out how—are pupils who are not stuffed, satisfied, "well-informed," proud, complete, parrot-like in their voicings of profundities and lyric high-lights,—but are, instead, creatures of hungers and curiosities, tastes and powers, earnestnesses and eagernesses, aching for life, all life, over all ranges of society and all realms of experience. I don't pretend I know how to do it. But I do think such should be the aim of teachers. If education does not fit a child to meet its environment and gain happiness from the battle, what is the use of it? And this same inquiring, curious modesty of attitude is the one, I think, most calculated to give the youth and maidens the prizes of life.

\* \* \* \*

It might prevent some misunderstanding on the part of a casual reader, not acquainted with the full sweep of Altair's vagaries and idiosyncracies, to explain that he holds a first-class teaching certificate signed by that alert humanist of Calgary, D. E. W. Coffin, that he spent four years teaching in Alberta, part of the time in rural schools and another part in high school teaching, and that since then he has had time and oppor-

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tunity, in college, travel and newspaper work, to get a long way off from education as it is practiced today and have a careful look at it. He has a dozen close friends who are teachers, and has not hesitated from time to time to discuss these and other ideas with them.

Also that he is much more concerned with stimulating a little original thinking in his own and other minds than he is to disseminate accepted and conventional ideas about education or anything else.

Perhaps in the spirit of this last sentiment these criticisms will be at least tolerated by readers, including teachers.—(Adapted.)

### THANKS!

**F**OLLOWING what has come to be tradition, the November issue again has been in the care of the Lethbridge Locals. The increased size is only an indication of the increased interest and enthusiasm which marks these Local issues. Our thanks are again due to those who have co-operated so splendidly. Our Calgary and rural contributors are not forgotten.

This time we mention specially the additions to our regular advertising, those from Drumheller and Vegreville are a happy innovation and we trust our members will remember to patronize our advertisers, when they visit the larger centres during the coming Conventions.

—Editor

## The Teaching of Health in Junior Grades

By MISS RAE CHITTICH, Normal School Staff, Calgary

**T**HE object in health teaching in junior grades is to establish certain health attitudes and practices rather than the giving of health knowledge. As the course is planned for Alberta schools formal work in hygiene is not taught until the fifth grade. Since, then, the objective in the first four grades is to establish certain health attitudes and habits, what is the best plan of attack? Too often these habits are taught as a set of rules or chores, or as a health code. How a child dislikes a set of rules! Never has a habit been established by setting a rule, unless there has been first created in the mind of the child a desire to do the act. We know it is only by repetition that a habit is established. We must teach the same things over and over. If we must present the same topics again and again, how are we to keep them interesting and avoid monotony to the child.

First of all, we must have a setting for the lesson in order to arouse the child's interest. Take a specific topic to illustrate my point—the value of long hours of sleep, the establishment of the habit of going to bed at eight o'clock. The class might sing a sleep song such as *Low Baby Bunting*, or *Rock-a-by Baby on the Tree Top*. The teacher might follow it up with such questions as: "Who is singing the song?" "Where had Daddy gone?" "What was he getting for the baby?" "Would you like to sleep in a rabbit skin?" It would be light and soft and warm. "What covers have we at night?" They must be light and soft and warm; or "What babies sleep in the tree top?" "What keeps them warm?" "What puts them to sleep?"; or, tell the class a story such as *Mary Gay's Bedtime Adventure*, *Elizabeth Jenkins' or The Little Toad* who wouldn't go to sleep. We might use some of the poems the child already knows, as: *Rock-a-by Baby from Hush-a-by Street*, *Lady Button Eyes*, *The Shut Eye Train*, *My Bed is a Boat*, *Bed in Summer*. We could use pictures or posters or rhymes. The *Mother Goose* rhymes are always fascinating. The *Old Woman Who Lives in the Shoe* put her children to bed early every night. *Wee Willie Winkle* ran through the town every night at eight o'clock to see if the children were in their beds or not. We might tell the children about plants or birds or animals and how they sleep; the flowers sleeping all winter under the warm blanket of snow; the bear and the gopher and the squirrel going to bed for the win-

ter. We might even tell them how children sleep in other lands—the Hollanders, the Japanese, the Eskimos.

We have aroused the child's interest. We must bring home our points. We tell him why all things must sleep. Why the kitten and puppy and baby need so much sleep. What sleep does for little people; makes them grow; gives them rosier cheeks and brighter eyes; helps them to run faster and jump higher. We tell him bedtime is eight o'clock. He learns how to get ready for bed—to wash himself, to brush his teeth, to care for his clothes, to open his window. He learns that it is best to sleep in a little bed by himself, to have a small flat pillow, to have light warm covers. We must provide interesting follow-up work. The class might model a bedroom with plasticine, showing the little bed, the flat pillow, the open window, or make clocks showing the time to go to bed. They might make a simple sleep poster by paper tearing or cutting. They could make a sleep booklet with simple one-sentence stories about sleep, or with rhymes or verses or pictures cut from magazines. We might have a bedtime competition. They could keep a bedtime chart. We could later weigh and measure everyone to see how much they are gaining since they started to go to bed early. We could put it on their report cards. All this, of course, provides material for many lessons. The lessons need not be grouped, but given when the teacher feels there is a special need—when someone is forgetting or growing careless. So it is with all lessons taught—we must first feel that there is a need. We must meet that need by trying to establish definite habits; we must make many and various introductions; we must vary our follow-up work.

The difficulty is to find all these different and various ways of presenting the same old subject. I believe in using every bit of available material. Old fairy tales may be adapted. Cinderella, you remember, didn't go to parties or stay up late, but went to bed early in her own little bed. She grew up much more beautiful than her sisters and married the prince. That marvellous person, Puss-in-Boots cured the princess of a dreadful illness by giving her fresh milk and eggs every day and so won her hand for his master the Marquis of Carabus. Jack, of Bean Stock fame, found out how to become as big and strong as the giant. Old

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I feel that follow-up work cannot be stressed too much. Hygiene is important only as it is used. Health knowledge is of value only when it functions in the life of the child: it is the doing, not the knowing, that counts.

Furthermore, it is of no use to teach a child to wash his hands before meals if he does not wash at school before lunch—if no equipment is provided or, if it be there, no use made of it, of what value is it to teach a child to eat at regular times when he eats part of his lunch at morning recess, noon, and afternoon recess. We teach him individual ownership of personal articles, yet at school he borrows his neighbor's cup or dips his

cup into a common pail—I trust the common cup is not with us in this enlightened age.

There seem to be so many ways of teaching health habits, of making them so interesting that they are fun to the child—much more fascinating to do than anything else. There are rhymes, stories, games, songs, pictures, posters, which we may use, but back of all of them is the objective—the establishing unconsciously of something in the mind of the child.

I would suggest a few sources of valuable material which may be obtained free or for a few cents:

The American Medical Association, 535 North Dearborn Street, Chicago, Ill.—Book on posters, stories, plays; The National Dairy Council, 910 S. Michigan Avenue, Chicago, Ill.—Rhymes, posters, pictures, plays, stories, lesson plans, (catalogue on request); The Cleanliness Institute, 45 East 17th Street, New York City.—Stories, pictures; The Child Health Organization, 370 7th Avenue, New York City.—Plays, posters, games, stories, songs. (Price list on request).

## The Barnyard

HAYSEED

AT a recent fall convention the Minister of Education outlined "a possible" new School Act, much as described in the October magazine. An interesting discussion followed, in which Mr. Baker took an appreciative part. He was asked among other things: "If a vacancy occurs in this supervisory or assistant-supervisory staff, should the appointment be made from the ranks of city, town or rural teachers?" The minister's reply was definitely favorable to giving rural supervisory posts to qualified rural teachers. He also gave his approval to the idea of a "country-minded" teacher staying in the country, enriching his experience there, and winning high promotion there. Further, he agreed with the suggestion of a speaker that a broad ladder of promotion in the new rural system would do far more to hold good teachers in the country than the inducement of two or three hundred extra dollars.

We hope that these worthy sentiments will be borne out in the provisions and practice of the new Act. If a "country-minded" teacher finds that to win high promotion he must distinguish himself as a town school principal, he is going to get into the town-school swim as soon as possible, to the destruction of a potentially ideal rural supervisor (the man who knows rural teaching from A to Z). If on the other hand he knows that the searchlight is turned on the rural teachers, and that by careful attainment and practice of the right rural methods, by ambitious self-improvement and by sufficient service he can reach a high goal?—then there will be a stirring of dry bones, a very notable accession of professional enthusiasm and vigor among us. No more leakage of the young and aspiring teachers into insurance, retail business and law.

City teaching holds out its rewards, so does town teaching; and rural education, the widest, most exacting and most fertile field of the three, should not alone be devoid of appeal to the forward-looking teacher.

Country-minded people, whether teachers, farmers or housewives, please see that this principle is solidly established in the new era; it will make a vast difference.

\* \* \* \* \*

Is spontaneous discussion a fizzle at our conventions? Observation over a number of years almost compels one to answer "yes." Perhaps our daily training in dogmatic assertion makes us shy and awkward in the exchange of disputable ideas. It would increase the secretary's work, but might enhance the value of a convention, if the duty of maintaining discussions were distributed widely over the group, notice of the specific topic being given beforehand. Young teachers would gain confidence for major contributions next year, the ladies would be coaxed from their placid receptivity, and the leading speakers would at least have the satisfaction of having started something.

It would be interesting to hear if this has been tried out; or indeed to hear of any method by which conventions have been made more reciprocal and less dumb.

Mr. C. C. Reed,  
Tees, Alberta.

Dear Sir,—Re your offer of last March, to discuss Alberta's rotten examination system:

See Luke, Ch. 7, V. 32, second half.

Yours reproachfully,

HAYSEED

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Imperial Bank Bldg., Edmonton.

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## Editorial

### ALBERTA SCHOOL WEEK DECEMBER 2nd to 8th

MEMBERS should note particularly that the week commencing, Sunday, December 2nd, has been set aside as an Alberta School Week. The aim of the week is to arouse the public to greater interest and greater appreciation of the work and organization of schools and to stimulate a spirit of co-operation in public, parents and school workers in the matter of Education. With this in view the A.T.A. is seeking the co-operation of the press, service clubs, patriotic organizations, women's institutes, other province-wide bodies, and of the churches. The different organizations and churches have been approached with the suggestion that, during Alberta School Week, they may accommodate the A.T.A. by holding a meeting or service specially devoted to education and at which a teacher will deliver an address. It is earnestly requested by the Provincial Publicity Committee that teachers representing us during Alberta School Week exclude all references to such subjects as salaries or teachers' status.

The following is a list of topics suggested as being suitable subject matter of addresses for Alberta School Week.

1. The Real Purpose of Education.
2. Defense of present Function of High and Public Schools.
3. Sectionalism in Canada and the Potentialities of the Teaching Body to Develop a Whole-souled Canadian Citizenship.
4. The Necessity for Academic Freedom of the Educator.
5. The Individual Child—Evils of Mass Production.
6. The Curriculum—Choice of Units for High School; Examinations; Overcrowding of Classrooms; Home Study.
7. Channels Open to Children in Education—Claims of the Technical and Vocational Side of Education.
8. Extra Curricula Activities of Schools and the Teacher.
9. Present Experiments in Education.
10. Training of Teachers.
11. Revision of the School Act—Need of Equalizing the Burden of Support of Schools; Inadequate Provision of Supervision.

These topics have been assigned to certain leaders for the purpose of compiling a series of suggestions or sub-headings in regard thereto. Thus a body of suitable material will soon be available to all teachers who can and will co-operate with us in giving addresses or writing articles for the press. From the replies received from different organizations to our request for their accommodation and co-operation, it is apparent that Alberta School Week is taking "hold"; it promises to be an outstanding "event," well worth while from the standpoint of service to the child and to Education. Energy, determination and co-operation by the Alberta teaching body will show that we can rise to the importance of the occasion and prove that teachers have emerged from the state of intellectual vassalage to fulfill our logical function as educational technicians—to think, speak, and lead on matters pertaining to education and our profession.



EACH local organization will have to take care of the situation, in the way of arranging, in its own field, for addresses by teachers before local audiences, and seeing that notices and reports of meetings are provided for the district press.

It is impossible, obviously, for the Provincial Executive to provide several hundred speakers to take care of the provincial demand; although exceptions may be made where a special speaker is called for to address a specially large group. The Provincial Committee however, is assured that if the local groups of teachers will tackle the problem in a confident and energetic manner, little help other than general direction will be required from headquarters.

**Members of the A.T.A.! Altogether, now!! Let's go!!!**

\* \* \*

### INDIVIDUAL INSTRUCTION vs. MASS PRODUCTION

FOLLOWING up last month's editorial on *Mass Production* the present system of putting pupils into classes, giving them the same work and requiring all to do it in the same time with the same standard of efficiency without regard to the individual differences in pupils—it might be well to discuss the possibilities of individual instruction in our schools. There is apparent a growing demand on the part of the public that some effort be made along this line. Public and teachers are beginning to realize that each child has a personality whose existence should not be denied from babyhood until the school age is passed. Of the numerous schemes for the individual instruction of pupils in schools, some necessitate the entire re-organization of the present school and would be rather difficult to put into practice until more teachers are fully informed with respect to methods and effects; others, however, could be adapted with very little dislocation of the present organization.

\* \* \*

I<sup>N</sup> the Garneau School, Edmonton, last year an experiment was tried and, its success being apparent, it is being continued this year. It is an adaptation of the Dalton Plan; the whole year's work is divided into assignments each covering approximately one month's work for the average student. The material for study is outlined in skeleton form with references easily accessible to the pupils in school books. Lessons are taught on the assignment and the pupil is afterwards free to carry on, the speed being thus determined only by his ability and application. The notes all made by the student himself are examined from time to time by the teacher who criticizes their content and style of compilation or arrangement. The real educative value of this is obvious for the child is thus learning to cull material and sift the vital points from various textbooks on a given subject.

AFTER completing the notes on an assignment, the pupil signifies his desire to essay a test, which can be taken at once from a typed test paper. If 80% or over is obtained on the test, he is then free to tackle the next assignment. Thus he learns that 50% "knowledge"—the Departmental standard—is inadequate and the principle is inculcated instead, that something approaching more closely to 100% will be required when he goes out into life.

Individual records are kept enabling the teacher to tell at a glance each pupil's rate of progress, his position in regard to the amount accomplished, and the general progress of the whole class. The pupil also obtains a genuine idea of what the whole matter of the curriculum means and, at the same time, the work to him takes on the semblance of employment.

\* \* \* \*

N<sup>O</sup> homework is assigned at all but, according to the testimony of parents and the evidences of progress shown by the pupils, more than the usual amount of homework is done. There are many evidences that interest is intense amongst the pupils which is more desirable surely and more effective than compulsion. It may sound fictitious to the Alberta classroom teacher; nevertheless, pupils will often remain in the class-room during play periods in order to complete a step of the work, and on Friday nights and nights preceding holidays, the teacher is often besieged by pupils seeking to prepare themselves for work during the weed-end recess or vacation. Pupils are ever interested in doing something by and for themselves; there is seldom a natural inclination to be spoon-fed.

\* \* \* \*

I<sup>T</sup> would appear to be proven conclusively that the experiment to date has been eminently successful, the pupils certainly did not suffer because of it, for of 45 taking the work, twenty-three wrote on the Grade VIII examination with but three failures. The method outlined should be particularly adaptable to the ungraded school and should prove a boon to rural teachers. Where several grades are in the same room, too often seat-work is assigned largely with a view to merely keeping pupils busy. If the work is planned by the *Assignment Method* the activities of the pupil at all times would surely have a more laudable purpose and be more productive of consistent progress.

\* \* \* \*

### PAYMENT "PER ORDINANCE"

P<sup>ROBABLY</sup> no section of The School Act gives rise to more controversy than Section 199, subsection (1) which in part reads as follows:

199—(1) The salary of a teacher shall be estimated by dividing the rate of salary for the year by two hundred and multiplying the result obtained by the number of actual teaching days within the period of his engagement:

Provided that if the salary stated in the teacher's contract is given at the monthly rate, the rate of salary for the year shall be deemed to be a sum equal to twelve times the said monthly rate;

Provided further that if a teacher has taught more than two hundred days in any school year he shall be entitled only to a year's salary:

Provided further that subject to the provisions of this Act the board of every district may enter into such agreement with its teacher regarding the amount of salary to be paid as may be mutually agreed upon and set forth in the contract provided herein.

Since teachers themselves often seem to be almost as hazy as school boards in regard to its interpretation further enlightenment is necessary.

It must be stated emphatically that there is only one lawful way of paying a teacher and that is "per ordinance": i.e., in accordance with the provisions of The School Act, Section 199. But many school boards and teachers seem to consider payment "per ordinance" to mean ten cheques a year, each cheque covering salary for the actual number of teaching days during the month for which payment be made, so that, if the school be closed for longer periods of vacation than provided for in The School Act, the board is relieved of the obligation to pay salary during the excess of vacation over the statutory amount provided for in Sections 182 and 183. These interpretations are entirely erroneous and the amount paid to the teacher is incorrect under these conditions only when by chance it happens that the cheques paid cover the actual amount legally due.

\* \* \*

**A** GAIN school boards and teachers seem to be confused as to just what is meant by "actual teaching days." There are 200 legally authorized (actual) teaching days in any school year, and if a school board does not make it possible for a teacher to actually teach during certain of these legally authorized teaching days and the teacher is ready, willing and able to teach during these days, the school board is obligated nevertheless to pay salary. Actual teaching days therefore cover the following:

(1) Days during which the teacher actually taught the school.

(2) Days during which the teacher is necessarily absent from school in order to attend any teachers' convention or institute approved by the Minister (Section 199, subsection (1), paragraph (4)).

(3) Days during which school is closed by order of a duly qualified medical practitioner, or by the board, on account of the existence within the district of an actual or threatened epidemic of disease. (Up to a maximum of 30 teaching days between January 1st and December 31st.)

N.B.—If a school be closed for a period during the December term and again during the June term following, the teacher would be able to claim up to a maximum of 30 days in each case.

(4) Days during which the teacher is absent from school on account of sickness certified by a qualified medical practitioner, up to a maximum of 20 teaching days in any one year; provided that if the teacher has been in the service of a school board for less than a full year he can only claim a proportion of 20 days' salary.

(5) Days during which the school was closed by the board at its discretion for one day at a time (e.g. religious holidays occurring during the school terms).

(6) All other days during which the school was closed on legally authorized teaching days.

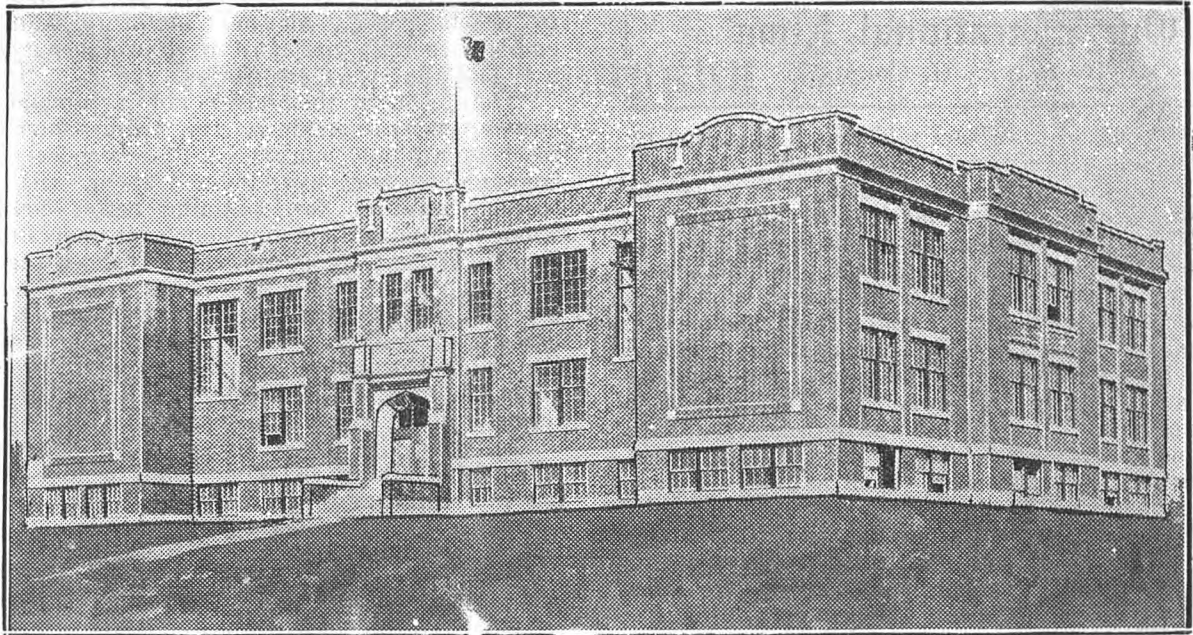
**C**ONFUSION further arises from interested parties confusing what might be called the teaching months, September to the end of the June following with a *School year*—again an entirely wrong assumption. *The school year (Section 180) is the period, January 1st to December 31st inclusive*—the Calendar Year and School Year are coincident. It follows, therefore, that in the event of a teacher serving more than 200 days between January 1st to December 31st he would be able to draw the full year's salary provided for in the agreement, and not one cent more. But this does not apply during the period from September to June or any other period but January to December inclusive. If a teacher serves throughout the academic year, the months of September to June inclusive, the period covers not one school year but parts of two school years. If  $x$  be the number of actual teaching days during the months of September, October, November and December, and  $y$  the number of actual teaching days during the months of January, February, March, April, May and June and  $x+y$  amounts to a number greater than 200, then the teacher is entitled to receive more than 200 days pay during that period. Once this point is made thoroughly clear there will be fewer acrimonious disputes over the teacher's pay.

\* \* \*

**T**HE question then arises: suppose  $x+y$  amounts to less than 200 days does the teacher receive less than a year's salary—less than 200 days' pay? This depends altogether upon the period during which the agreement was in effect: it depends upon whether or not the agreement was in effect a full year. The *Stephens vs. Gem Consolidated* case and the judgment of the Supreme Court, Appellate Division, in the *Peterson et al vs. Youngstown School Board* make it very clear that if a contract is in effect for a full year—any 365 days—the teacher can claim the full year's salary as provided for in the agreement.

If school is opened on September 1st and continues running until the end of the June following, it is always possible to operate for 200 teaching days and therefore, for a teacher whose agreement is in effect on September 1st and continues so until June 30th, it is always possible to earn a full year's salary. However, in cases where a teacher engages with a Board which has extended the summer vacation beyond September 1st, the teacher could only claim salary for the actual teaching days within the period of the agreement. If a teacher is ready, willing and able to teach on and after September 1st he should see to it that the agreement is duly executed and that it provides that service dates "From and after September 1st"; otherwise he foregoes his right to the full annual salary in case  $x+y$  amounts to less than 200.





LETHBRIDGE COLLEGIATE INSTITUTE

The new Lethbridge Collegiate Institute was formally opened on the evening of Friday, September 28. The large crowd which filled to capacity the new auditorium and packed the adjacent halls received with prolonged applause the address of Dr. Wallace, President of the University of Alberta, who was present as the main speaker of the occasion. Dr. Kerby, principal of Mount Royal College, Calgary, pronounced the prayer of dedication, and Dr. Lovering, chairman of the Lethbridge School Board, presented the keys of the new building to Mr. Watson, Superintendent of Schools. Speeches by Dr. Lovering and Miss Bawden were much enjoyed, and a brief musical

programme helped to complete an evening which will long be remembered with pleasure by all who attended.

The new Collegiate building meets admirably the most pressing need of the rapidly-growing school population of Lethbridge. Seventeen classrooms, gymnasium equipment in two basement rooms, a library, and spacious grounds, provide adequate accommodation and encouraging conditions for study and other student activities.

For the present term there is an enrolment of four hundred and eighty, with a teaching staff of seventeen.

## Obituary

Our hearts have been saddened by the death, in September, of a former teacher, Miss Agnes Kerr, one of our local girls who last year became the bride of Mr. G. F. Fulton, of Shelby. Mrs. Fulton was loved by all who knew her, and our sympathy goes out to those left to mourn her loss.

## LETHBRIDGE NEWS ITEMS

The Lethbridge Public School A.T.A. held its first meeting of the year in the Central School auditorium on Wednesday, September the twelfth. Before the business meeting, a social half hour, presided over by the Executive, was greatly enjoyed by all present.

The building, formerly known as the Lethbridge High School, is now known as the Bowman School, and gives increased accommodation to the Public School grades. It has as its principal, Mr. K. P. Stewart, an experienced and efficient man for the position. He is a staunch member of the Alliance, having been a member of the Provincial Executive.

The usual vacancies on the staff occurring after the long holiday season are being capably filled by the Misses C. Mann, B. Olander and P. Watkins to all of whom we extend a cordial welcome.

The Misses Edna Scott, Lola Grant, Olive McLeod, Charlotte MacEachren and Marjorie Thomas report a most profitable and enjoyable session at Summer School. Miss K. Dunn has resumed her duties on the Central staff after spending the past year as an exchange teacher in Scotland.

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LETHBRIDGE, ALBERTA

## Our Educational Aims

By JEANNE H. CORBIN

MUCH nonsense has been said about education by supposed educationists and others. Now the A.T.A. is entering the ring and taking a hand in the discussion. We are going to make a survey of education. In my opinion the Educational Committee of the A.T.A. before taking up individual educational problems should have a thorough review of educational aims in general.

We were told by our Normal School instructors, and by all the books on school management, that the school is like a factory. I quite agree, but they do not go far enough in their analogy. They said that the plant or means of production was the school building; the raw material was the children, and the labor power was represented by the teacher. Then, as in all factories, there was the finished product which they called "good" citizens. Our aim in education then, will depend on what we mean by "good" citizens.

The term "good" citizens has not always the same meaning. It does not mean the same in primitive tribal societies, as it does under the feudal system or under the capitalist system. The capitalist system of production besides needing capital and raw material, wants labor power to transform its raw materials into commodities. The work of a teacher in producing "good" citizens is the making of good efficient workers who will be willing to sell their labor power cheaply, and will be willing to obey the dictates of the powers that be. Once a professor said, "The work of the university is to turn out people who will govern." But he forgot to state that the work of the public school is to turn out people who will be governed and who will accept that state of affairs without protest.

Some will say that this is not quite the case, and that we try to enlighten the younger generation and especially that we must train them to "think for themselves." Is this the case? No! What we do is train them to think what those who are in power want them to think. Look at our course in citizenship and history! Look at the passage dealing with the "Rights and Duties of Citizens"! We find for example: "The

Duty of Military Service," and yet we are supposed to teach peace. All our literature and history, emphasizes that you must obey whether it is right or not, and that wars are glorious.

The teachers themselves are a product of that system, and the result is very plainly shown. Many teachers will not join the A.T.A. because the school has taught them, nay, imbued them, with the idea that organization for obtaining better conditions is wrong and unpatriotic, but none ever understands what is really meant by patriotism. Yes, we teachers are training boys and girls who a few years hence will be teachers who will not join our organization and will lower our standards of living. Further we are training the children in such a way that they will be willing to go to the next world slaughter. All this, of course, is termed "good" citizenship.

All over the world, except in one country, the educational aim is the same, and the only difference lies in the means of attaining it. If the Educational Committee believes that our educational aims are correct, then the only thing they can do is to search for better and cheaper means of getting "good" citizens. If the committee does not agree, then they shall have to search first of all for other educational aims.

"If your nose is close to the grindstone rough,  
And you hold it down there long enough,  
In time you will say there is no such thing  
As brooks that babble and birds that sing.  
These three will all the world compose:  
Just you and the grindstone and your nose."

### HISTORY AND PICTURE

History is the bunk! more than one little boy—and some girls also—have been heard to remark; and the fond parent with stories such as, Black Hole of Calcutta, 1756; Surrender of Quebec, 1759; Battle of Bunkers' Hill, 1775; Trafalgar, 1805; Waterloo, 1815; running through his mind, turns away to smile.

Then comes the period of indifferently drawn wood cuts of men on fiery steeds, pretending to portray an episode in some famous fight. No wonder the pupil showed so little interest in the subject; one "hopeful," when asked to write what he knew about Raleigh and Queen Elizabeth, wrote: "Her Majesty remarked to Sir Walter, 'I am afraid I have spoiled your cloak.' To which the gallant knight replied: '*Dieu et mon droit*' which means 'My God, and you're right'."

Yet children are not alone in displaying ignorance of times and events: The lack of information of even present day conditions in Canada, among large numbers of American journalists, story-writers and movie producers, is proverbial.

What must we think when one of the leading editors in our own country asked the writer for "photographs" of the "towns and cities" of the West as they were "at Confederation."

With such a large number of children of foreign parentage in our schools, it is necessary to convey to them a truthful picture of the beginnings of our country. To enable one to do that it is essential to learn from actual photographs, the scenes, the conditions that existed in the pioneer days.

Many of the pictures in "the Birth of the West" were taken fifty years ago, and cover the period of the coming of the police, the building of the C. P. R., and the early settlement.

(Contributed)

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EDMONTON, ALBERTA

*"I saw your name in the A.T.A."*

## Shall We Talk Shop?

### SOME OPINIONS ON THAT ALL IMPORTANT QUESTION

#### SHALL WE TALK SHOP?

This has been a vexed question, not only with the teaching profession, but with the general public. The practice of "talking shop" in such places as street cars and tea rooms, as well as in any company whatsoever is greatly to be deplored, and it is that which has earned for us the just criticism of those in other walks of life.

Surely we have as much right as doctors or business men to talk of the work which occupies so much of our time or thought, and not one of us is ashamed to have it known he is a teacher? But should we not consider the time, the place and those who perforce must listen? If all of the company be of our own profession, and anxious to discuss professional subjects, then, by all means, let such discussion be enjoyed. But if even one of the group be the least bit bored, then let us, out of common courtesy, steer the conversation into more congenial channels.

#### SHALL WE TALK SHOP?

Shall we talk "shop"? Oh yes, let us talk "shop." It is so restful after struggling with one's own troubles from 9 a.m. till 4:30 p.m. to listen to those of someone else laid forth in all their tiresome detail. Oh yes, how restful!

#### SHALL WE TALK SHOP?

Let us not! Such a flow of hum-drum talk tends to make us self-centred, and therefore forgetful of the bigger aims of teaching. Shop-talk is very remote from discussions on educational matters which assuredly do promote a healthy interest in our work. Let the small everyday matters stay in the school-room, for after all who wants to hear this most uninteresting harangue. It is a very easy habit to fall into, so let us guard against being one of those from whom others flee for shelter at our coming.

At such times patience becomes more than a virtue—it is a necessity. Let us make our out-of-school conversation as free from s-h-o-p as possible. The heart-breaks and mental writhings caused by Tommy and Dick are not specially entertaining to anyone outside our class-room—not even to friends who listen or pretend to listen. He or she is indeed a friend who will lend an ear at all.

#### SHALL WE TALK SHOP?

Why not?

Let us voice our aims and aspirations, our cares and consolations, our doubts and disappointments, our enthusiasms and endurances, our fears and failures, our interest and influence, above the roar of an express train, the exhaust of a motor car, the clatter of a street car, the chatter of a bridge club in season and out of season. The world needs it.

#### SHOULD WE TALK SHOP?

I would say we should do so at the proper time and in the proper place.

If we are religious and know our Bible well, we do not quote scripture every time we are conversing with people. If we did, we know what would be said of us.

If we are studying a foreign language we do not use its idioms on the general public on every occasion. It would not make us popular to do so.

Possibly these two examples illustrate the point I want to make, viz., no matter how vital to us any subject is, we cannot force it upon public attention at all times, but have to introduce it at the right or psychological time.

We are interested in our work, often to the exclusion of other things, so that we do not always have the proper perspective. Our problems loom large before us. This is a good fault as long as we do not drag this interest before the public gaze on every occasion. Teachers have serious problems to work out at the present moment. Our chance of getting the public ear is only through that part of the public which is interested, which is composed almost entirely of parents of children of school age.

When the occasion arises that we have opportunity to explain to Mr. B. that Bill would have so much better chance of promotion, if the teacher had 35 children in the room rather than 45 or 48 as at present; also that he (Mr. B.) could use his influence to help the school board provide means to remedy this state of affairs and influence his neighbor to help also, then we are talking shop to advantage. This is just one example, but every teacher can think of many places where we need the sympathetic co-operation of the parents.

Parents are busy people and when they hear nothing from us, they suppose all is well. We all have heard many a time "I had no idea, etc., etc."

If all teachers take a real interest in an educational campaign and "talk shop" to advantage, not just talking in a twittering pointless way, but with the definite aim of helping to change some of the present conditions, the campaign should have great results.

To "talk shop" to persons who are not interested, enters you, in their minds, in the class "bore" and helps no one.

#### SHALL WE TALK SCHOOL?

Yes and no. Occasionally it does one good to discuss some matters with a friend—a different viewpoint is always valuable—but as a topic of conversation let us avoid it. Talking constantly on any subject not only marks one as a person of narrow views (which surely a school teacher should not be) but wastes opportunities of getting in touch with something new and refreshing. So with the Walrus let us decide.

"To talk of many things,  
Of shores—and ships—and sealing wax—  
Of cabbages and kings."



### SHALL WE TALK SHOP?

Shall we talk shop? Yes, certainly. This is a land where free speech is tolerated; so let us feel free to listen to ourselves speaking. If some of us, who for a longer or shorter time have loved nothing better than to hear ourselves talk, did not talk *shop*, what else could we talk about? Nothing, I venture to say. By what other method, I ask you, shall we let our friends and neighbors of a life time, to say nothing of the few new acquaintances we now make, know just how Henry and Isabella are getting along in their manners and physiology, and why they were not absent all last week, and how backward they were in every particular until they came under our rare and invaluable instruction? By all means let us talk shop, as long as there are a few polite souls who will listen. Besides, few people would ever feel like shooting us if we didn't.

M. McE.

### SHALL WE TALK SHOP?

Shall we talk shop? Most decidedly, upon every occasion possible, no matter what the time, where the place or what the circumstance. If, however, one has been exposed to more than a usual dose of verbosity one might protest and feebly ask for protection from the too enthusiastic. In that case, someone in authority (the inspector for instance) should set a limit. For his help, we might make a suggestion. Let us talk shop freely for, say, only six nights a week, preferably at bridge parties and choosing, wherever possible, listeners who are not particularly interested. With these limitations imposed, we think conditions should be ideal.

### SHALL WE TALK SHOP?

Stop! Look! Listen! Three teachers talking shop. Let's get on the line Maggie! Oh! listen, Herbert Johnson is the dirtiest boy in school, that's Mrs. Bill Johnson's boy, she lives across the corner from us. Won't she be mad when I tell her? She'll likely call on that teacher.

Sophia Greenall stood thirty-fifth for five months! Mrs. Greenall thinks Sophia is the smartest kid that ever lived. I'll tell Mrs. Jameson, she hates Mrs. Greenall and won't the block hum?

Do you know that tall teacher, Maggie? She boards at Mrs. Perkins and Mrs. Perkins says she knows her room off by heart now. She told Mrs. Gracey something the teacher said about her little girl and Mrs. Gracey doesn't speak to the teacher any more.

Did you hear what she just said that Henry Watkins is the stupidest boy she ever had? My little cousin is in Henry's class, so Henry's dad will soon hear about it and when he does, oh! boy! won't he boil? he'll go to see the principal next day.

There! they are getting into the street car, come on with me to get some gum and then we'll go and call on Mrs. Johnson.

**Talk Shop? No! No! No!**

## Correspondence

Editor of A.T.A. Magazine.

Dear Sir:

I have been reading with interest lately the suggestions for a change in administration of Alberta schools. Personally I favour the county system, but that's not the point.

I was surprised, in an interview with our local Provincial member (an ex-teacher whom I shall call Mr. Brown) to find that he still favours school districts as at present. His arguments are:

1. The county system makes it difficult to get supplies at short notice.

2. The school board is a good citizenship training course.

To take No. 1. I commenced duties at this school in 1926. The teacher whom I was relieving said: "I have ordered supplies and you may expect them next week." It is two years now and they haven't come yet. I have ordered many times since, but all I got was chalk enough to keep me going. Can Mr. Brown's objection cover this? Also, should a teacher allow himself to be so low on supplies that he needs must get them at very short notice?

Now No. 2. It may be a training in citizenship, but is our education to be tampered with in that way? Should our schools be the "goat" of the blunders of untrained people? Mistakes in municipal administration are felt by the people, and rectified, but in school errors are hard to erase—for the people don't know when they are wrong. For how can children know what mismanagement is doing for them? Furthermore, what teacher would not undergo these objections, merely to collect his salary on time, and to have moved from over his head the modern sword of Damocles?

Another disciple of Simon de Montfort

EDITOR, A.T.A. MAGAZINE.

DEAR SIR:

There are three points in which, it seems to me, assistance can be given the Trustees of the Province, as requested by a member of Edmonton Board.

I make no effort to expound or elucidate them but merely state them.

(1) The actual value of the teacher as a productive factor in life—see: (a) for example, Public School Arithmetic Book II, page 220, question 1; or (b) "Half of the Princeton Class of 1916 were earning in 1920 an average salary of \$2,400, but in 1925 the average had risen to \$5,200. But it is worth nothing that professional and intellectual pursuits yielded the lowest financial returns" a clipping from, I think, "Young People," (?) the S.S. paper of United Church.

(2) Educate the trustees as a board and individually to get and keep in sympathetic touch with the manager or managers of their school. Many have no idea of such a relationship but rather—"Fight the teacher, both board and pupil." Not here I find, but did find in Huntsville 1574 Esp. the chairman and family.

(3) A Trustee Union similar to the A.T.A.

Both (2) and (3) may be obsolescent under the new conditions.

Respectfully,

H.J.H.

## Examination and Inspection

THE last Imperial Education Conference discussed the subjects of examination and inspection, the Duchess of Atholl (chairman of the Conference), presiding. The official report states:

Mr. J. A. Richey (Educational Commissioner, Government of India), spoke on external examinations. **An external examination, he said, is not a part of education;** properly regarded it is not the completion of an educational stage, but the threshold of a new stage. As an entrance test to a new course it has its uses. As a stimulus to study, even as a test of the standard of teaching, an examination leaves much to be desired. Educationists are endeavouring to free their schools from the indirect control of external examining bodies, and the introduction of practical, or non-university, subjects into the curriculum gives the educationist a chance of success in this struggle. With proper arrangements for the co-operation of teachers, an examination is much less harmful educationally, and in these non-university subjects the co-operation of the teachers is essential.

Mr. W. W. McKechnie (deputy secretary, Scottish Education Department) spoke on the respective functions of examination and inspection. **The inspector, he said, must have a sound digestion and a sense of humour; he must be the friend and helper of the teacher.** Luckily he now generally possesses these qualities. Inspection is firmly established in this country: it is on examinations that the guns of the critics are trained. There is, however, a proper place for good examinations in the educational system. The present tendency, a sound one, is towards simple questions and a high standard of marking. The stimulus to work should, however, come from the teacher and not from an outside examination.

The good examination should leave the teacher free to teach the subject by the most suitable approach, without concerning himself whether he is within the narrow lines of an external examiner's views. The performance of a student throughout the course should surely weigh as heavily as his achievement on the one day of the examination. It was, therefore, desirable to check the capricious results of written examinations by taking the most careful account of the school records and of any exceptional circumstances that might have affected the candidate on the examination day.

During the general discussion the following spoke:—

Professor Peacock (Burma), Mr. Tate (Victoria), Dr. Butler (Irish Free State), Dr. Viljoen (South Africa), Mr. Davies (Cochin), Mr. S. H. Smith (New South Wales), Dr. Dunnicliff (Punjab), and Sayyid Ali Akbar (Hyderabad).

The Duchess of Atholl, summing up the discussion, said that the day for the ending of examinations had not yet come. At the same time the school ought not to be dominated by external examinations. If it were accepted, as had been generally agreed in the discussions on Group A, that the varied capacities of children called for varied courses of instruction, it followed that

within reasonable limits there should be alternative examinations. It had been shown that some safeguard against undue domination could be found in the use of the school record. There was also, she thought, general agreement with what had been said as to the value of inspection. The day of the examiner might go—that of the inspector never. **The inspector was more and more regarded as the counsellor and friend rather than as the person who imposed tests.**

—Contributed.

## How Belgium Deals With Post-War "Nervy" Children

THREE hundred children—all as quiet as mice!" This was the impressive picture brought back by Miss Charlotte Hyde, the London teacher who has just returned from a tour of special schools in France, Belgium, and Switzerland. The tour, arranged as a travelling scholarship by the People's League of Health, was made with the special purpose of investigating foreign methods of dealing with nervous and difficult children born during and since the war.

### Silence Rule Gradually Enforced

"These children, all aged between three and six, are taken from their homes in Brussels every morning to the 'Cure de Jour' at Tervueren, ten miles from the city," she said. "There, until bedtime, when they are taken back to their mothers, these 'nervy' and difficult post-war children are fed, played with, and, what is of great importance, rested.

The hours from 1 till 3:30 are completely silent. At first, one of the teachers told me, there is a little difficulty in enforcing this, but the habit of rest is acquired very quickly by small children who need this effective nerve-cure.

"The difficulty of teaching backward children in England is greatly increased by lack of proper rest-hours and suitable diet in the home.

"At Tervueren the feeding is supervised by a qualified dietitian, who sees that plenty of milk and vegetables are included in the diet. Meat is given only twice a week. In the immaculately kept kitchen I saw great bowls of green vegetables being dished. To about 20 portions in one bowl was added a little powdered iron. This was for weakly and anæmic children.

"Toothbrush drill, hygienic exercises and singing games in the open-air are thoroughly enjoyed by the small guests.

### Singing Children Under Sun-Treatment

"When I visited the sun-treatment clinic in Leysin, in Switzerland, I realized before I reached the institution in the mountains that the children were happy there, for I could hear their voices singing a chorus before the place was in sight. Usually the children walk about the roads in the sun, naked except for a loin-cloth, but my visit happened to be on a foggy day, an almost unheard-of occasion, when the children were, for once, fully clothed."—(Adapted.)





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# OUR TEACHERS' HELPS DEPARTMENT

Director  
TEACHERS' HELPS DEPARTMENT  
MRS. A. JORDAN

Box 243 Medicine Hat

ANY contributions, or suggestions as to how the Teachers' Helps Department may be of greater assistance, will be appreciated. We will do our best to answer queries regarding public school work. If you have any hints or suggestions which will help some inexperienced teacher, please send them along.

## OUTLINE FOR DECEMBER ARITHMETIC

- Grade 1**—(a) Counting to 100.  
(b) Counting by 10's and 5's to 100.  
(c) Recognition of groups that make 7 and 8.  
(d) Continue comparison.  
(e) The use of  $\frac{1}{2}$ , orally only.  
(f) Make symbols up to 20.
- Grade 2**—See November Outline.
- Grade 3**—(a) Multiplication within notation limits by 3 and 6.  
(b) Units of Canadian money in common use.  
(c) Addition problems in dollars and cents.
- Grade 4**—(a) Begin long division. Refer to Course of Study. Suggestion 4 (c), Page 153.  
(b) Use unit fractions associated with division and with denominate numbers using the symbols.  
(c) Continue with problems.  
(d) Stress rapid calculation in division by one figure.
- Grade 5**—Square measure.
- Grade 6**—December and January: Multiplication and division in fractions as in Section 4, (d) to (i) inclusive.
- Grade 7**—See November Outline.
- Grade 8**—(a) Review of denominate numbers.  
(b) Board measure.

## READING AND LITERATURE

- Grade 1**—(a) Read to Page 40.  
(b) Phonics—long sounds of vowels: a, e, i, o, u; also ow, ou, wa, all, or, wi, ir.
- Grade 2**—(a) Reading—Oral:  
(1) "Matilda Jane."  
(2) "Story of Piccola."  
(b) Reading—Silent:  
"The Snow Blanket."  
(c) Memorization:  
(1) "Why do Bells for Christmas Ring?"  
(2) Review.  
(3) Optional: "The Lost Doll."  
(d) Literature:  
"A Christmas Story"; or  
"The Shoemaker and the Elves."
- Grade 3**—(a) Literature: "The Golden Cobwebs."  
(b) Memory: "The Shepherd's Song."  
(c) Stories: "Mother West Wind's Animal Friends."  
(d) Reader: Pages 84 to 109.  
(e) Dramatization: To be selected.  
(f) Supplementary: Winston Reader or similar book.
- Grade 4**—(a) Silent Reading:  
(1) "Tent House."  
(2) "The Wreck of the Hesperus."  
(b) Oral Reading:  
(1) "A Christmas Dinner."  
(2) "Christmas."  
(c) Literature:  
(1) "A Christmas Dinner."  
(2) "The Walker of the Snow."  
(d) Memorization: "My Garden."  
(e) Literary Pictures: "The Christmas Dinner."  
(f) Supplementary:  
(1) "Apples of Idun."  
(2) "The Death of Baldur."

**Grade 5**—Oral Reading: "Dora."  
Silent Reading: "Making of the Hammer."  
Character Study: "Thor."  
Memory Work: "While Shepherds Watched Their Flocks."

- Grade 6**—(a) Literature:  
(1) "Mr. Winkle on Skates."  
(2) "Dickens in Camp."  
(b) Memorization: "Dickens in Camp."  
(c) Oral Reading:  
(1) "The Destruction of Sennacherib."  
(2) "Mr. Winkle on Skates."  
(d) Silent Reading:  
(1) "Dominique."  
(2) "The Red Thread of Honor."

**Grade 7**—Literature: Columbus Discovers Land.  
Memory: "If" Kipling.

Silent Reading:

- (1) "The Revenge."  
(2) Lamb's Tales, concluded (optional).

Oral Reading: Alexander Selkirk.

**Grade 8**—Silent Reading: How the Atlantic Cable was Laid.  
Oral Reading: The Delights of Reading.

Literature:

- (1) "Brutus and Anthony."  
(2) "The Road Waterer."

Memory: Selection from "Brutus and Anthony."

## LANGUAGE, GRAMMAR AND COMPOSITION

- Grade 1**—See November Outline.
- Grade 2**—(a) Pupils write answers to questions on black-board.  
(b) Write a one-sentence lesson to Santa Claus.
- Grade 3**—See November Outline.
- Grade 4**—(a) Review of term's work.  
(b) Oral dramatization.  
(c) Topics—Literary Pictures; Seasonable Subjects.

**Grade 5**—Subject and Predicate.

**Grade 6**—See September Outline.

**Grade 7**—(a) Letter-writing: margin, heading, salutation, indentation, body, conclusion. (See suggestions).  
(b) Prefixes and suffixes.

**Grade 8**—See September Outline.

## CITIZENSHIP

- Grade 2**—(a) Habit—Personal.  
(b) Christmas stories and activities.
- Grade 3**—(1) Manners.  
(2) Sense of responsibility.  
(3) Custom of giving.  
(4) Christmas.  
(5) Stories.
- Grade 4**—(1) Discuss: Public Libraries, Public Telephones, Public Telegraphs.  
(2) Discuss: Christmas; Custom of Gift-giving at Christmas, on Birthdays, and at Weddings.  
(3) Stories on Obedience.  
(4) History: Early Days of the Province.
- Grade 5**—(a) Rights of Dumb Animals.  
(b) Forethought as evidenced in resourcefulness in making use of materials at hand. (Cruoe and Pioneers).  
(c) Hearne and MacKenzie.
- Grade 6**—(1) Scottish Independence; Sir William Wallace; Robert Bruce.  
(2) Civic Election.

**Grade 7**—See November Outline.

**Grade 8**—See November Outline.

## SPELLING

- Grade 2**—(a) Fourth column—42 words.  
(b) Two-word families.
- Grade 3**—See September Outline.
- Grade 4**—See September Outline.
- Grade 5**—See September Outline.
- Grade 6**—See September Outline.
- Grade 7**—See September Outline.
- Grade 8**—See September Outline.



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## ART

**Grade 1—Ex. II.** To make a landscape:

- (1) By paper-tearing.
- (2) With wax crayons.

These may be adapted to a Christmas problem.

**Grade 2—**To make a landscape in wax crayon and in cut paper.

**Grade 3—**(1) Continue printing: Pupils printing "Merry Christmas" or their own names.

- (2) Ex. IV. To make and decorate with tree motifs, a card having both printing and cut-paper decoration. A cut-paper landscape is suggested. The landscape need not be realistic.

**Grade 4—Picture Study:** "The Arrival of the Shepherds."

**Grade 5—Ex. IV.** Poster problem using an illustration made in a decorative manner.

**Grade 6—**Lamp Shade.

**Grade 7—**(1) One-point or parallel perspective.

- (2) Drawing of roads, trees, telephone poles, cottage, sidewalk, etc., in one-point perspective.

- (3) Picture Study: "Holy Night."

**Grade 8—Ex. VI.**

- (1) Monograms, initial letters.
- (2) Christmas problem.
- (3) Picture: "Madonna of the Chair."

## ELEMENTARY SCIENCE

**Grade 1—**Jack Frost has tightened up everything; soil hard, water frozen; sliding and skating; fluffy snowflakes; the beautiful Out-of-Doors; after a snow-storm; proper clothing for going out; sleighing and coasting; the hot fires at home from coal, wood, or gas; how Jack Frost stings little fingers and toes and noses; icicles; appearance of sky when it is snowing.

Winter activities of father and mother and older children; the vegetables stored for winter use; winter fruits (apples, oranges, nuts, etc.). Shortest day of the year. Santa Claus and the evergreen trees.

**Grade 2—**(a) Seasonal characteristics.

- (b) Activities of man and of children. Preparation for winter.

- (c) Caring for potted plants, effect of light.

- (d) Planting and care of bulbs.

**Grade 3—**(1) Clouds, snow, and snowflakes under a magnifying glass.

- (2) The earth ball. Stories.

- (3) Christmas trees and a story of Christmas.

- (4) Winter birds: Chickadee, snow-bunting, grosbeak, hairy and downy wood-pecker, white owl, English sparrow. What they are doing for food and shelter. Detailed study of Downy or Chickadee.

**Grade 4—**(a) **Nature Study:**

- (1) Evergreen trees.
- (2) Frost—effect on roads and streams, on plant life and animal life.
- (3) One fur-bearing animal (wild).
- (4) Evaporation, condensation, frost.
- (5) How trees prepare for winter.

**Geography:**

- (1) Importation: Apples from B.C.; grapes from Ontario.
- (2) Astronomy.

**Hygiene:**

Clothing, food, play, rest, sleep.

**Grade 5—**(a) Begin the relationship study. The importance of plant life; animal life.

- (b) The plant-eating animals. Discuss the plants eaten by different animals, their methods of eating, habits that are harmful or helpful to man, or whether they are of little concern to him. If harmful or common; discuss methods of combatting the pests. If animals are man's friends, how the plant-eating habits affect man's interest or work.

- (c) Discuss air under the headings indicated. Blow into some lime water solution through a straw and note the milkiness which is the test for the poisonous gas one breathes from the lungs. Hold a burning candle under a glass wet with lime-water. Sink some fresh green leaves under water and put the vessel

in the direct rays of the sun for an hour and watch for tiny bubbles which should be oxygen, or the life-giving substance of the air.

**Hygiene:** The muscular system as the laboring forces of the body attached to the skeleton. The need of exercise to develop the muscles.

**Geography:** December.

- (1) Resources and industries of Alberta. Products of Alberta.

- (2) Surface and product map of Alberta.

**Grade 6—**(a) **Nature Study:** Heat, (as in the course).

(b) **Hygiene:**

- (1) Germs, and what they do. Germs and the white blood corpuscles.

- (2) The effect of cigarettes, tobacco, and alcohol on the heart and blood vessels of the growing child.

(c) **Geography:** December and January. A study of the Provinces of Canada. Comparative: The Maritime Provinces.

Old Canada.

The Prairie Provinces.

The Pacific Province.

The Yukon Territory.

The Districts of Mackenzie, Keewatin, and Franklin.

**Grade 7—Agriculture:** December and January. Poultry.

**Hygiene:** December and January. The Nerve System.

**Geography:** Norway and Sweden, Holland, Denmark, and Belgium under the following heads: Situation, climate, natural resources, chief industries, shipping ports, products we receive from them and they receive from us. Types of people.

**Grade 8—Agriculture:** December and January. Poultry.

**Hygiene:**

- (1) Respiratory System.

- (2) Apparent Drowning.

- (3) Excretory System.

**Geography:** British Empire in Asia.

## Lesson Helps

### BLACKBOARD DECORATIONS FOR PRIMARY ROOMS

There are many effective and interesting ways of decorating the blackboards in primary rooms. They include borders; corner designs; calendars; honor rolls; scenes typical of the seasons; decorations for special days—Hallowe'en, Thanksgiving, Christmas, St. Patrick's Day, St. Valentine's Day, and Easter; and illustrated memory gems, nursery rhymes, fables, and fairy tales.

There are many sources of material but the chief is the hand-work of the children. Borders may be made by pasting on the blackboard Jack o' lanterns, pumpkins, snowflake shapes, rabbits, chickens, or any other motifs made by children. They may be made of motifs cut from paper serviettes or panels. If these latter are pictures of flowers, birds, or animals that the child is learning about, they will be the more interesting and will serve as a basis for language work.

The weather calendar and the honor roll may be ornamental, too. They may be decorated with autumn leaves for September, may be decorated with little Jack o' lanterns for October, decorated with a little scene in autumn tints for November, with evergreen twigs and pine cones or with holly for December, etc. All printing, (both words and figures), should be neatly made.

If nursery rhymes, fairy tales, or memory gems are to be illustrated, the teacher should make a setting on the blackboard with colored chalk—blue sky, green grass, a few trees, etc. On many blackboards the color shows up better if a layer of white chalk is put on first. The children will provide the cut-outs (free-hand and tinted if possible) to complete the illustration. The following may be illustrated effectively: Red Riding Hood, Henny Penny, Mother Goose Rhymes, Santa Claus and his Reindeer, A Rainy Day, A Windy Day, A Christmas Tree, and many others with which the children are familiar.



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Seasonal decorations, even if they be done only in black and white, are interesting—pumpkins, a cornucopia with fruit rolling from it, Santa Claus, shamrock leaves, Easter lilies, chickens, etc.

If the teacher has a little talent very pretty little scenes may be done in colored chalks. A memory gem corner will be improved by even a little decoration. The gem might be written on a scroll with slightly damaged edges such as you often see in books. A little yellow chalk along the edges will make it appear to have gilt edgings.

### STORY-TELLING

Grades I, II and III.

#### THE BIRTH OF JESUS

Now the birth of Jesus was in this wise: It came to pass in those days, there went out a decree from Cæsar Augustus that all the world should be enrolled. And all went to enroll themselves, everyone to his own city. And Joseph also went up from Nazareth, into Judea, to the city of David, which is called Bethlehem, because he was of the house and family of David; to enroll himself with Mary his wife. And thus it is that while we speak of Jesus of Nazareth, he was born in Bethlehem and so also was prophesy fulfilled. And as the number of those coming to be enrolled was very great, Joseph and his wife were forced to take quarters in a stable, and there Jesus was born and laid in a manger.

But there were shepherds abiding in the field, and keeping watch by night over their flocks. And a great light shone about them and they were sore afraid. But an angel said unto them, "Be not afraid; for behold, I bring you good tidings of great joy which shall be to all people; for there is born to you this day in the City of David a Saviour, which is Christ the Lord. And this is a sign unto you; ye shall find the babe lying in a manger." And suddenly there was with the angel a multitude of heavenly host praising God, and saying:

"Glory to God in the highest, and on earth peace and good will to all men."

And it came to pass when the angels went away from them into heaven, the shepherds said one to another, "Let us now go even unto Bethlehem, and see this thing that is come to pass, which the Lord hath made known unto us." And they came with haste, and found both Mary and Joseph, and the babe lying in the manger. And when they saw it, they made known concerning the saying which was spoken to them about this child. And all that heard it wondered at the things which were spoken unto them by the shepherds. But Mary kept all these sayings, pondering them in her heart. And the shepherds returned, glorifying and praising God for all the things that they had heard and seen, even as it was spoken unto them by the angel.

Now when Jesus was born in Bethlehem of Judea in the days of Herod the king, behold, wise men from the East came to Jerusalem, saying, "Where is he that is born King of the Jews? for we have seen his star in the east, and are come to worship him." And when Herod, the king heard it, he was troubled, and all Jerusalem with him. And gathering all the chief priests and scribes of the people, he inquired of them where the Christ should be born. And they said unto him, "In Bethlehem of Judea."

Then Herod privily called the wise men, and learned of them carefully what time the star appeared. And he sent them to Bethlehem, and said, "Go and search out carefully concerning the young child; and when ye have found him, bring me word, that I also may come to worship him." And they, having heard the king, went their way; and lo, the star, which they saw in the east, went before them, till it came and stood over where the young child was. And when they saw the star, they rejoiced with exceeding great joy. And they came into the house and saw the young child with Mary, his mother; and they fell down and worshipped him; and opening their treasures they offered unto him gifts, gold frankincense, and myrrh. And being warned of God in a dream that they should not return to Herod, they departed into their own country another way.

### CHRISTMAS

Christmas is a very ancient festival adopted by the church very early in the Christian Era to commemorate the birth of Jesus, and is so celebrated wherever Christianity is the prevailing religion. While the general spirit of the celebration is the same everywhere, each country has its particular method of celebration. In our country gifts are exchanged, and it is made a time for feasting and general enjoyment.

In England the day used to be celebrated by great feasts. Owners of estates, entertained, in addition to their own families, all the people living on their land. This meant

that the cooks were busy for days preceding the holiday preparing cakes, puddings, and other choice eatables. The pantries were filled with vegetables, and with huge roasts. This part of the English Christmas is not observed at the present time.

At midnight bells ring throughout the land to announce the arrival of Christmas. Very early in the morning the children, many of whom are very poor, go about the streets singing Christmas carols.

In the morning, children help to bring in the Yule log. This is usually cut the year before so that it may be thoroughly dry. It is placed in the fireplace and lighted with a piece of the log burned the previous year, saved for this purpose. Children sing and dance as the log burns. The houses and churches are prettily decorated with holly and ivy. Most families have Christmas trees on which are placed gifts which the children believe are gifts of St. Nicholas.

In Sweden preparations begin two or three weeks before Christmas. Everything in the house is made spotless, new dresses are made for the children, and then the cooking begins. All kinds of cakes, cookies, biscuits, and coffee cake are made.

The children who live in the country or small villages go to the woods and select their own Christmas trees. They have no Santa Claus though occasionally presents are thrown in at the windows and no one knows from whence they came. Early Christmas morning lighted candles are put in the windows to light people on their way to church. The Christmas service begins at five o'clock and everyone goes.

### BUSY WORK IN GRADES I, II and III

1. For story-telling and reproduction exercises nothing can be better than an account of Christmas festivities in other lands.

2. The story of the Christ child suggests language lessons in animal study—the sheep, the camel, the donkey. These may all be modelled or cut from paper.

3. The sequence of the Christmas story may be illustrated by free-hand cuttings. These cuttings pasted in a booklet may be taken home at Christmas. Or they might be pasted on the blackboard or on pasteboard to tell the full story. In the latter case the result would be the combined effort of a number of children. This is desirable as it does not lead to selfish competition.

4. The Christmas story may be prepared as a reading lesson in language to suit even a primary grade. The child's interest in the story is aroused, and this interest will stimulate him to learn to read the story.

5. School-room decorations that are appropriate will help to develop the Christmas feeling. They may include chains, link festoons, lantern festoons, motifs for borders, etc.

### CITIZENSHIP—Grade IV.

#### COURTESY

Often the stories used to point out moral lessons are ones that have been repeated through generations. Surely there must be some modern ones. The following seems suitable:

#### The Prince Goes Back

The Prince of Wales is on his way to Africa with his brother, and there is a farm house in France that will follow his tour with special interest.

A girl with dancing eyes will say: "In my grandmother's day there was a terrible war, and England helped France, and the King of England's eldest son came out to share the dangers and the hardships like other soldiers. Yes, he was billeted here in this house for four months! We have his bed, his table, his chair still. My grandmother said they all loved him, not because he was a king's son, but because he was so courteous, so kind, and so ready to laugh when another man might have grumbled.

"Ah, they were sorry when he left, and they thought he would soon forget them. But listen! Ten years after the war was over someone knocked at the door, and there was the Prince! He had not forgotten his humble friends after all those years."

Perhaps the secret of the Prince's popularity is that in a bustling age he finds time to remember everyone who has done him a service, and although he is one of the busiest people in the world he insists on being a human being instead of a clock slave. It was like him to stop his car the other day because an old woman had tried to throw him a flower, which fell into the road.

He knows a thing so many people forget—that life is not worth living if we have no time for thinking of other people. Man was born for something better than dashing about from one place to another.



*When in Lethbridge Patronize our Lethbridge Advertisers*

## SHOES

for any occasion are an important part of a lady's wearing apparel. The style of Shoe coupled with the Fit (when properly done) is what gives the smart appearance, comfort and service in use.

We have a nice showing of smart up-to-the-minute Shoes and we know how to Fit them for satisfaction.

TRY US

We welcome you to the city during the convention and trust you will make use of our store as you may desire.

### W. J. Nelson Co.

SHERLOCK BUILDING

LETHBRIDGE ALTA.



*The Bigger and Better*

## CHEVROLET CARS

Coach with five Balloon Tires and Bumpers  
Front and Rear

**\$936.00**

BAALIM MOTOR CO. LTD.  
LETHBRIDGE



## Enjoy That Gruen Watch Now

By our Divided Payment Plan

You have always wanted a fine Gruen Watch, but have perhaps waited to buy it until you saved the money. Under our new Divided Charge Service you can enjoy the possession of a fine Watch, Diamond, Silverware or Jewelry as you pay for it out of your earnings. Don't touch the Saving Account. Simply pay a small cash payment and the balance at regular intervals.

YOUR MAIL ORDER WILL BE  
APPRECIATED

### P. V. PARKES

DIAMOND MERCHANT, JEWELER

311 5th St. S. Lethbridge, Alta.

## Teachers

instructing pupils in Hygiene  
emphasize the importance of  
Pasteurized milk

Sold By

### CRYSTAL DAIRY LIMITED

AT

CALGARY, LETHBRIDGE

MEDICINE HAT

McLEOD AND CRANBROOK

## WORD EXERCISE

## Grade IV.

List the following words alphabetically:

- (1) Air, acid, aha, away, annoy, among, again, avow.
- (2) Mower, mast, moccasin, myself, mystery, massacre.
- (3) Beautiful, broad, bronze, beauty, burst, beginning, buzz.
- (4) Hygiene, heart, heartily, hustle, hammer, hamlet.
- (5) Thumb, trial, topple, thing, tyrant, target.

## POSTERS IN GRADES IV. AND V.

In following the Art Course as prescribed by the Department of Education, too many teachers fall into the error of allowing pure copy-work to take the place of originality in their pupils. I have frequently seen specimens of posters from Grades IV and V which were pinned up on the walls of the school-room as examples of good work, but each one was an exact duplicate of the others. This result is not at all what was intended by those responsible for the insertion of this problem in the Course of Study.

Before attempting to make a poster of any kind, exactly what it is that constitutes a good poster should be clearly explained to the class, with as many good examples as possible as illustrations. One whole lesson should be devoted to this.

The lettering to be used should have been taught in a previous lesson. Exercise III in both Grades IV and V took this matter up when the lettering for titles of booklets was taught.

In introducing the lesson questions such as the following may be asked. "If we had a large quantity of very fine potatoes that we wished to sell, what should we do to get people to come to buy them?" Various answers will of course be given by the class. Naturally the answer required will be that we should let people know that we had plenty of good potatoes and were anxious to sell them. "What would be a good way of letting people know about the potatoes?" Some one is sure to say "We should tell them."

Now is the teacher's opportunity to explain "Advertising."

We should find it impossible to tell a very great number of people by word of mouth, therefore, because we have to find some other way of letting them know, we make "Posters" or advertising matter which will take the place of speaking.

The teacher will now proceed by judicious questioning, to draw from the class information as to what our poster must do to be successful. Summed up, it will come to this:

- I. It must attract the attention of passers by.
- II. It must hold the attention long enough to deliver the message.
- III. It must, (according to the purpose for which it was designed) either—
  1. Draw the crowd;
  2. Sell the goods; or
  3. Accomplish the moral purpose for which it was designed.

Under heading No. 1 come those posters which are designed to bring people together, such as posters announcing concerts, hockey and baseball games, dances or social events where the attendance of a crowd is desired.

Under No. 2 comes all commercial advertising which is designed to increase the sale of any commodity.

Under No. 3 comes posters such as "Protect Our Birds," "Save the Forests," "Be Kind to Animals," etc.

Now with regard to the first qualification, (that of attracting attention), this may be done in several ways.

1. By the size and color values of the lettering, without illustrations. (This form of poster is usually called a "Bulletin" or announcement).
2. By the use of striking illustrations.
3. By the originality, the unusual appearance, or the novelty of its treatment.

Under No. 1, we find posters in which the lettering is very heavy, thick, and in startling colour contrasts and values. (An example should be shown to the class).

Under No. 2, we find posters such as that remarkably fine example put out some years ago by the Bovril Company, entitled "Alas My Poor Brother," where the lettering is very small but highly significant. In this poster, the eye of the passer-by is at once attracted by the large and splendid drawing and colouring of the steer, but there is something unusual about it, which holds the attention and arouses curiosity. Two questions arise in the mind of the beholder: "Why are there tears in the eyes of the steer?" and "What is he looking at so intently?"

After a minute, the eye of the beholder is irresistibly drawn downwards, following the gaze of the steer, to the left hand corner of the poster, where we at once discover the secret. A little bottle of "Bovril" stands there with the caption, "Alas My Poor Brother," in quite small lettering. This is an exceptionally clever poster because it at once and without words, conveys to the mind of the beholder the fact which the firm responsible for the production of "Bovril" wishes to impress, i.e.: That "Bovril" is the concentrated essence of beef and as such, is highly nutritive and a most desirable adjunct to the bill of fare. The result follows. We purchase it, if only out of curiosity, and to test the truth of the impression that has been made upon our minds.

Under heading 3, we may class all posters which obtain the desired result through their appeal to human interest and curiosity only. Such posters are usually beyond the power of children to compose, but are much appreciated by them.

The knowledge which results in the production of posters such as these is that of psychology. The artist or composer knows that unsatisfied curiosity is one of the most powerful incentives to interest. Where their curiosity is aroused, people will take a good deal of trouble to satisfy it. An example of such posters is to be found in a set of posters which were put out by "Shredded Wheat" when it first was placed on the market. One Monday morning, all over the hoardings in London, England, appeared huge flaring white placards with the one word "IT" in scarlet letters about a foot high. They attracted an enormous amount of attention because they were so unusual. What could it mean? People looked more closely. In one corner appeared in very small black lettering the words "More next Monday." The following Monday each placard bore two words "IT IS" (more next Monday). All kinds of suggestions were made about these posters and curiosity was rife. The next Monday everyone was on the *qui vive*, and the words appearing were "IT IS THE BEST" (more next Monday). At some of the clubs bets began to be made, running in some cases into very large figures, and everyone was asking everyone else if they had noticed these posters.

The following Monday little groups of people began to collect round the hoardings and when the bill-posters arrived with the new bills traffic was jammed in many places with eager beholders. The new poster bore the legend: "IT IS THE BEST BREAKFAST FOOD—SHREDDED WHEAT," with a picture of a Shredded Wheat biscuit below. What was the immediate result? Before noon that Monday, the supply of the new breakfast food held by every grocer in the city was sold out. The company, (confident of the drawing-power of their unique advertisement), had supplied large quantities of Shredded Wheat to every reputable grocery in London. The sale was phenomenal, "Shredded Wheat" was launched. So much for the effect of curiosity on the minds of the masses.

In all poster-work, where colour is used, the "carrying-power" of colours must be observed. The vibrations from yellow for example, travel eleven times more rapidly than those from violet, therefore, they strike the eye sooner. Some colours can be seen better at a distance than others. Complementary colours are always pleasing—blue and orange, red and green, and yellow and violet, are much used in poster work. Brilliant colours are quite permissible if they are in harmony with each other, and are a splendid means of fulfilling the first requisite, i.e., that of attracting attention. But attracting attention without delivering the message is of no use. If the brilliance of the colour or the uniqueness of the illustration, only attract attention to themselves, without obtaining the desired result, they are simply a waste of time and the poster is worse than useless from a commercial point of view. Again, complementary colours possess the power of accenting each others brilliance. No red flower, for example, would look so bright if the plant which bore it had blue or yellow leaves instead of green. Therefore complementary harmonies make brighter and more pleasing posters than any others. Contrasting values too, are essential to the success of a poster. If the illustration and the lettering are the same value, even if the colouring is different, the result is never so striking or far-reaching as if there had been a strong contrast in value. After say, twenty minutes or half an hour spent in giving illustrations, in discussion and in the obtaining of as much information from the class as possible, we should have laid an intelligent foundation for the next lesson without which the making of posters in any grade will be merely a lifeless copying of the work of others, without bringing the intel-



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## Dry Cleaning

We have installed the most up-to-date and most complete equipment in the south, and are now in a position to give the best service and quality.

We call for and deliver.

GLOVERIZED DRY CLEANING  
NO ODOR

Our dry cleaning department is open for inspection at all times. Come and see how your garments are treated.

### **Lethbridge Laundry Co.**

**DRY CLEANING DEPARTMENT**

**PHONE 3451**

## THE MARQUIS LETHBRIDGE'S New Hotel

*Dining Room in Connection*

Enquiries Solicited for Conventions,  
Dances, Private Dinners, Etc

**LETHBRIDGE**

**ALTA.**

## Exclusive Styles For *Fall*

In Women's and Misses'  
**Coats and Dresses**



The last word in  
Fashion for Fall



### **RYLAND'S & CO.**

*Lethbridge's Leading Ladies'  
Ready-to-Wear Store*

## Lethbridge's New and Exclusive Shoe Store

WELCOMES YOU WITH  
THE FINEST ASSORTMENT OF MEN'S,  
WOMEN'S AND CHILDREN'S  
SHOES

SOLE AGENTS FOR

FORM FIT FASHION FOOTWEAR  
FANCY NOVELTY SHOES FOR WOMEN  
HURLBUT SHOES FOR CHILDREN  
INVICTUS AND STRIDER SHOES  
FOR MEN

### **ROYAL SHOE STORE** LIMITED

Next to Yale Cafe, LETHBRIDGE

*"Exclusive but not Expensive"*

ligence of the pupils into play, and will certainly not be educational except so far as mere mechanical training of the fingers and the eye are concerned, without any higher aim. Of course it goes without saying that the illustration of any poster should have some connection with the subject. There should be association of ideas such as those already mentioned in the "Bovril" poster. The first poster put out by "Magic Baking Powder" featuring a big blue-coated policeman, failed in its effectiveness as a poster from the fact that there was no association of ideas between the policeman and the little boy and the object of the poster (which was to increase the sale of Magic Baking Powder) the only evidence of the baking powder being the empty tin which the boy had been using as a pail in his fishing operations, and which had printed on it the words "Magic Baking Powder." It was such a minor detail that the connection was not obvious. There was no association of ideas between the very striking illustration, and the subject. In other words, the interest of the illustration far overshadowed the advertisement of the baking powder, in fact, when the poster first made its appearance, many people with whom I have discussed the merits of posters, did not even know what the poster in question was intended to advertise. They remembered the policeman and the boy distinctly, but the message had not got across. Later, when several other posters (each featuring the same policeman and the boy) were printed, people began associating them with "Magic Baking Powder" simply on account of the constant repetition of impressions, in each of which, the words have appeared, and thus today any poster showing a blue-coated policeman and a small boy immediately calls up mentally the words "Magic Baking Powder," but the first poster did not do so, and therein lay its weakness and inefficiency as a poster. I have endeavoured by using the three well known commercial posters mentioned above as illustrations, to convey what I mean when I say that the value of poster making in any grade does not consist so much in the making of beautiful drawings and perfect lettering, (although these are most desirable, and are excellent achievements in themselves) but the real value of this problem lies in making the children THINK, arrive at definite conclusions, and endeavour to produce something that will be the result of these conclusions, and which will be their own individual work and not a mere mechanical reproduction of the work of some other person.

The second lesson on posters might now be considered. The materials required will be:

- Practice paper, 6x9 inches.
- Quarter-inch cross section paper.
- Larger sheets of white or coloured construction paper.
- Water colours, brush, rag, and waterbottle.
- Rulers, pencils and erasers.
- Scissors.

Each child should be provided with these materials.

On the cross section paper is done the printing of the words to be used such as "Protect Our Birds", properly spaced, with lines say one inch high, one-quarter inch in thickness and having one-quarter inch between each letter and one inch between each word. Nothing is more confusing in reading a poster than words placed too closely together, or unevenly spaced. By using one-quarter inch cross section paper, good results are quickly and easily obtained. Now cut out the slip upon which the words are printed. If it is too large to fit across the poster paper, cut it into smaller slips containing one or more of the words. These slips can be moved freely across the paper until a decision is arrived at, as to the most effective position for them.

Leave room for the illustration which will be added later.

Guide lines may now be drawn outside the edges of the slips denoting the position that the printing will occupy.

Care should be taken that the greatest margin should always be left at the bottom, the second greatest at the top, and the side margins, if possible, less than the top and equal to each other. The illustration should be prepared beforehand. It may be a drawing of a bird copied carefully from some good example, such as any of the birds on the North American Bird Chart, or from one of the coloured sheets put out by the Audubon Society several years ago.

This drawing may be carefully cut out, and moved about on the poster paper until a decision is arrived at, as to the most pleasing position in combination with the letters. It may then be traced lightly round with a pencil, the letters carefully drawn in between the guide lines, and the poster is ready for colouring.

Pure strong flat colours are the most effective on posters. The values of the colours used should form strong

contrasts if a striking design is required. The most brilliant effects are produced by placing the heaviest values as close as possible to the lightest ones. The letters look best in black, or in a very heavy value of the chosen colour, while the illustration should not be so much heavier in value as to distract attention from the lettering, or so light in value as to be inconspicuous.

The colour scheme having been decided upon, the work may now begin. Sufficient colour should be mixed on the palette at first, to cover all the letters so as to avoid a lack of uniformity in values.

The illustration should be left to a later lesson.

To much should not be attempted in any one lesson.

It will be noticed that the Course of Study allows four weeks for this problem which will be quite satisfactorily covered if only one good poster per child is finished at the end of the four weeks. **Never allow the children to copy a poster.** Even though the wording and illustrations be similar, every poster in the class should be slightly different in arrangement, and be the result of actual brain work on the part of the child who produces it. Then, and only then will the making of a poster be truly educational.

In making an estimate of the efficiency of an Art teacher I maintain that the real educationist is not by any means that teacher who obtains the most perfectly copied posters, which are not original, from her class, but that teacher who makes her class think for themselves, and produce work which is **their own**. Even if the result does not make such a showing, and is not technically as perfect as that of the other class, it has accomplished the work which those who were responsible for the Course of Study intended it to do.

IDA F. TERRY,

Art Instructor,

Medicine Hat City Schools.

#### CITIZENSHIP—Grade V.

##### THE HUDSON'S BAY COMPANY

Before the white man made his way to the north-west, he believed that North America was only a narrow strip of land, and that there must be a water passage that would lead through this land to the western sea, and the Spice Lands beyond. Mariners from the great powers of Europe had searched for a water passage to the east; and Vasco de Gama, a Portuguese, found his way by sailing around the Cape of Good Hope; while Magellan, a Spaniard, rounded Cape Horn. Both of these routes to the East were beset by many perils, and were very long; and, besides, Spain and Portugal claimed these. If some English seaman could only discover a shorter route to the Far East, it would be England's very own, and England's merchants would reap great riches.

Henry Hudson, under the Muscovy Company, set out to make his way to the Spice Lands by a northern route by way of Spitzbergen. After two unsuccessful attempts, one in 1607 and one in 1608, he was cast off by the Muscovy Company.

The following year, 1609, we find him in the employ of the Dutch as Hendrick Hudson. He sailed from Amsterdam in his little boat, the Half Moon. Instead of finding the North West Passage, he entered the mouth of the Hudson River and sailed up it claiming the surrounding territory for the Dutch. In 1664 King Charles took this land from the Dutch and gave it to his brother, James, Duke of York, who called the land New York.

In 1610 we find him again in the employ of the Muscovy Company. He sailed this time by way of Iceland, rounded Cape Farewell at the south of Greenland and entered what is today Hudson Strait. This is perhaps the most terrible stretch of water in the world. Here for four hundred miles, the vast ice fields of the Arctic Ocean are crushed into a narrow passage less than fifty miles wide. Against this ice-jam the Atlantic's tide dashes itself in that furious over-fall which has ever been a nightmare to northern navigators, a cataract of water thirty feet high flinging itself against the southward flow of ice. Even today these straits are passable only by specially constructed ships and at certain times of the year. Picture then, Henry Hudson and his men in his frail little ship, the Discovery, on this dangerous stretch of water. It reminds us of the Ancient Mariner when he says:

"And now there came both mist and snow  
And it grew wonderous cold  
And ice mast high came floating by,  
As green as emerald."



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### Toiletries of Distinction

If it is new and good you will find it here. Our endeavour is to handle toilet lines of proven merit. Our stocks are complete and kept continually fresh and up to the minute.

HOUBIGANT'S      COTY'S      YARDLEY'S  
HUDNUT'S      DUBARRY'S  
GAY PAREE      ASHES OF ROSES

### The Stokes Drug Co. Ltd.

Drugs, Books and Stationery  
LETHBRIDGE

### "OUR PROMISE"

"When greater clothes value is possible we will be the first to give it."

**Fashion-Craft, All-wool Worsted  
Suits, Hand-Tailored \$34.50**

### McKELVIE'S

Home of Jaeger Woolens

5th St. South

LETHBRIDGE

## YOU CAN DO BETTER AT CLARKE'S

*In Your Search for New Fall Clothes*

Better in style and workmanship—better in variety of choice and better too in values

We feature the biggest assortment within your reach in Women's and Misses' Coats and Dresses, Hosiery and Gloves, Corsets and Underwear, Purses, Handkerchiefs, Millinery, etc.

### CLARKE & COMPANY

The Daylight Store

LETHBRIDGE, ALTA.

## These Hotels in Lethbridge

ARE AT YOUR SERVICE

The Arlington	The Lethbridge
The Alexander	The Dallas
The Coaldale	The Garden

*"I saw your name in the A.T.A."*

Yet, by means of a small sail, and the use of grappling irons, Henry Hudson virtually wormed his way through these ice floes and saw, for the first time, what are now known as the waters of Hudson Bay. He found this to be a landlocked sea and not the Pacific at all. No doubt his disappointment was very great, and yet it was this expedition that, sixty years later, led to the eventual opening up of Western Canada. Hudson's men mutinied and cast him adrift in a small boat on Hudson Bay. His fate was never known though Sir Thomas Button led an expedition in search of him the following year. No trace of the castaway was found though he carefully explored Hudson Bay. Thus was England's claim laid to the land surrounding Hudson Bay. Charles Mair thus describes that land:

"Open the Bay which Hudson doubly crowned  
By fame—to science and to history gave.  
This was his limit, this his utmost bound—  
Here, all unwittingly he sailed and found,  
At once, a path of empire and a grave.

"Open the Bay! What cared that seaman grim,  
For the towering iceberg or the crashing floe?  
He sped at noonday or at midnight dim,  
A man! and, hence there was a way for him,  
And where he went a thousand ships can go."

Other explorers followed, suffered much, and learned little. Life on the shores of Hudson Bay is as unchangeable as the shores of the scenery are monotonous. The swampy treeless flats that surround the bay simply change from the frozen snow-clad expanse which stretches far as the eye can see in winter, to the summer green of the unending gray willows and stunted shrubs that cover the swampy shore. For four open months the green prevails and then nature, for eight months, assume her winding sheet of icy snow.

At the same time that Henry Hudson was carrying on his explorations, Samuel Champlain was carrying on his explorations in the St. Lawrence Valley in the name of the French King.

In 1609 he went up the Richelieu and discovered Lake Champlain, just one month earlier than Hendrick Hudson sailed up the Hudson River. In 1615 he went west with some Indians who had brought their furs to Montreal. They followed what is known as the old fur-traders' route—up the Ottawa, portaged to Lake Nipissing, and down French River into Lake Huron. Later one of the men discovered the Strait of Sault Ste. Marie. In 1634, Jean Nicole sent out by Champlain, discovered the Straits of Mackinaw, crossed Lake Michigan, and reached the height of land that divides the valley of the St. Lawrence from the valley of the Mississippi.

In the wake of the explorers followed a succession of Jesuit Missionaries and fur-trading *coureurs-de-bois*, who gradually filled in the outlines of the geography of the Great Lakes and part of the region beyond.

The *coureurs-de-bois* were forest adventurers who were great fur-traders. They knew all the haunts and habits of the wild animals. They read the signs of the sky and the wood as we might read a book. In winter, alone across the trackless snow, they found their way. In summer the pathless forest had no terrors for them. They were warriors and explorers, too, as well as trackers and traders. Lawless and brave, they were looked upon as outlaws, and sometimes in battles they might be found fighting for the Indians, sometimes for the French. Among the *coureurs-de-bois*, two stand pre-eminent, Radisson and Groseilliers.

The story of the achievements of these two men was practically unknown until quite recently when there turned up in Oxford Radisson's own account of his explorations. The journal, which was first published in 1888, is one of the most interesting documents in the whole of historical literature. It is written in grotesque and, sometimes, unintelligible English, but it contains a story of vivid interest. It is a far call from the bleak shores of Hudson Bay to the fertile valley of the St. Lawrence. Yet thither we must go if we are to follow the fortunes of these two fur-traders or *coureurs-de-bois* who founded the company of adventurers trading into Hudson Bay.

Groseilliers, the first of this dauntless pair, was born in France and he emigrated to Canada when he was only sixteen years of age. His father had been a pilot and it was intended that the son should follow the same calling. But in France he fell in with a Jesuit lately returned from Canada, who was full of thrilling tales of New France. So strongly did these anecdotes, with their suggestion of a rough and joyous career in the wilderness, appeal to him that he decided to take a part in this glowing life.

In 1641, he emigrated to New France, and five years later he was trading among the Huron Indians. A year later he married the daughter of Abraham Martin, the owner of the plateau upon which took place a century later the mortal struggle between Montcalm and Wolfe. His wife lived but a very short time.

About this time there arrived in Quebec a brother and sister named Pierre and Marguerite Radisson, Huguenots of good family who had been so persistently hounded in France by persecution that their one key to happiness lay beyond the seas. So they bade farewell to France and set sail for Canada, their destination being Three Rivers.

Many times the young people at Three Rivers had been warned to stay within the stockaded fort because of the Iroquois that were lurking about. In spite of these warnings Pierre Radisson and two of his friends went hunting. Radisson's two friends were killed by the Iroquois and he was taken prisoner. His life was spared because he was so brave. These Mohawks took him home with them to the country south of Lake Ontario. He spent more than a year with them and, during that time, became wise in the ways of the wilderness and of the Iroquois. At last he escaped, fled to New York, took ship to France, and again landed in Canada in 1654. While Radisson was away his sister married Groseilliers and, upon the brother's return, the two men formed a partnership for the pursuit of commercial adventure.

Each summer there came from the mysterious north and west rich cargoes of beaver pelts. The Indians who brought them told of vast regions that dwarfed New France to littleness, of mighty rivers, and of unknown seas.

Before Radisson was born, a French explorer had reached Lake Michigan, and a little later the Jesuit Martyr, Jogues, had preached to the Indians at Sault Ste. Marie; but beyond that there was an unknown land—the great North West. From it came the stores of beaver pelts brought by the Algonquins to Three Rivers; and in it dwelt strange wild races whose territory extended north-west and north to unknown, nameless seas. There came news of far distant waters called Lake "Ouinipeg"; of the Crees who spent their winters on the prairie and their summers on Hudson Bay; and of the tribes who were great warriors, the Sioux, living to the south.

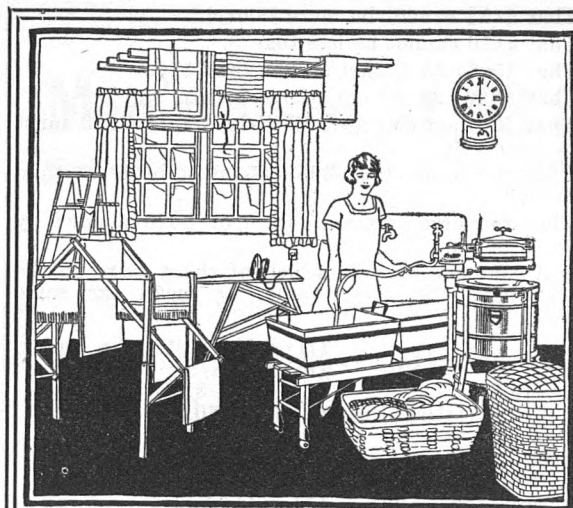
So thirty young Frenchmen, with two Jesuit priests, equipped themselves to return with a party of Algonquins to these unknown lands. On this expedition sixty canoes left Quebec. The flotilla was ambushed by the Mohawks. A Jesuit and one companion alone held on their way. This companion was Groseilliers. The stories he told upon his return fired the ambition of Radisson who, as a captive among the Mohawks, had cherished boyish dreams that it was to be his "destiny to discover many nations." Radisson had been tortured by the Onondagas; Groseilliers had been at the Huron missions when they were destroyed, and had been with the Algonquin canoes that were attacked. Both knew the perils that awaited them if they ventured into the Great Lone Land.

Shortly after Groseilliers' return, they joined a party of Algonquins who were returning from Montreal, some of whom had fire-arms for the first time and thought themselves invincible. A score or more of Frenchmen, gaily ignorant of the dangers that lay ahead of them, again with two Jesuit priests made up the party. Their course lay through the country of the hostile Iroquois but, in spite of this, Radisson and Groseilliers went on with the Algonquins. They travelled, as they got further west, only at night and could not hunt, lest Mohawk spies might hear their gun shots. Provisions dwindled, and presently the food consisted of "tripe de roche" and such few fish as could be caught. The "tripe de roche," a greenish moss boiled into a soup which stays hunger but gives no nourishment, constantly illustrates the hardships of the early explorers. Sometimes those who followed the course of recent pioneers traced their course by the places where moss had been cut out and then, it may be, came across a group of skeletons, evidence of privation and hunger.

The two young Frenchmen kept on through Lake Huron and Lake Michigan, and reached the farthest point to which white men had not as yet travelled. Here there were signs of Iroquois on the war-path and, before making winter camp or waiting to be attacked, Radisson led a band of Algonquins to search out the enemy. On the third day Radisson and his Indians caught the Iroquois unprepared and not one escaped.

"Our mind was not to stay here," writes Radisson, "but to know the remotest people, and because we had been willing to die in their defence, the Indians consented to conduct us." Before the spring of 1659 they had been guided across





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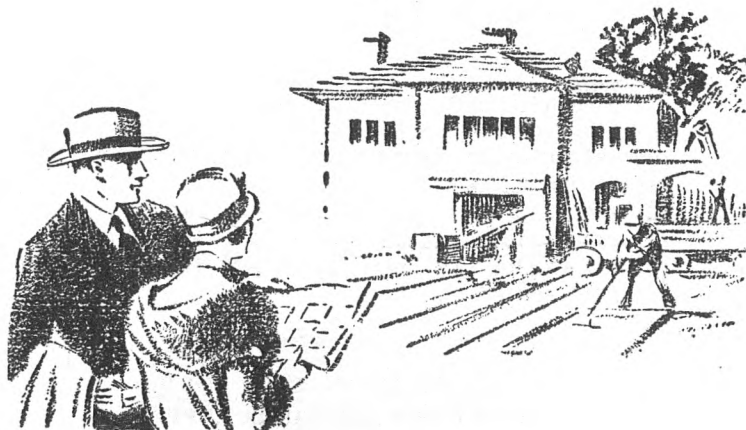
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what is now Wisconsin to "a mighty river—great, rushing, profound, and comparable to the St. Lawrence." This was the upper Mississippi, literally "Father of Waters," which white men now saw for the first time; they found upon its shores the Sioux. Radisson had entered the great North-West but, with all his imagination and his dreams, he could not picture the importance of his discovery.

From the prairie tribes of the Mississippi he learned not only of the Sioux, a warlike nation to the west; but of the Crees, a Nomadic tribe to the north. Between the Sioux and Crees were the Assiniboinés.

A whole world of discovery lay ahead. Radisson turned south and struck across the high land between the Mississippi and the Missouri. He returned by way of North Dakota and Minnesota to the shore of Lake Superior. By this time it was the fall of 1659, and Radisson determined to venture into the North-West. Groseillies' health had begun to fail from the hardships he had endured, so he remained in camp for the winter attending to the trade, while Radisson set out with 150 Cree hunters for the North-West. In one of the coldest winters known they travelled on snowshoes some 200 miles to what is now Manitoba. They hunted moose on the way and slept at night round the camp fire. When the ice thawed in the spring, they built some boats and made their way back to Lake Superior.

Groseillies had all in readiness to depart from Quebec when news came that more than a thousand Iroquois were on the war-path. The Indians of various tribes who were with Radisson were terrified, but the chiefs sent word that five hundred young warriors would go to Quebec with the white men. There were many conflicts with the Iroquois but, at last, after two years' absence, Radisson and Groseillies arrived at Montreal. They stayed for a short rest at Three Rivers and then went on to Quebec. Here they had a great reception, the more cordial because the Iroquois warfare had been so ceaseless that the three French ships lying at anchor would have returned without a single beaver skin, if the explorers had not come.

Had the two Frenchmen any idea of the great movement to the west of which they were the fore-runners? It would seem as if Radisson had some vision of what the future held in store. "The country," he says, "was so beautiful, so pleasant, and so fruitful that it grieved me that the world could not discover such enticing countries to live in. What a conquest would this be at little or no cost! What pleasure people should have instead of poverty! What should men not reap of the love of God here? Great, free, open, sunny spaces, fresh from the hand of God, where millions could make new homes and live in peace!" This was the treasure-house that in 1659 was unlocked and opened wide for all the world though it was not for a century and a half that settlement was attempted in this land.

(To be Continued)

#### ARITHMETIC—Grade VII.

Pupils, in solving problems, often arrive at perfectly absurd answers. To help to overcome this it is useful to be able to tell quickly an approximate result, a result that is near the correct result. Oral exercises may be given that will assist the pupils in approximate reckoning. Place the following problems on the board. Have the pupils look at them and decide quickly which is probably nearest to the exact result. Then find the exact answer and see if you chose the nearest estimate.

(a) Problems:	Estimate of Correct Answers.			
	A	B	C	D
1. $7 \times \$29.68$	\$210.00	\$210	\$208	\$195
2. $15 \times 36$ cents	37.80	5.40	2.16	5.00
3. $3\frac{3}{4} \times \$1.60$	6.00	60.00	5.20	4.80
4. $25/\$28.75$	\$115.00	1.00	1.10	1.55
5. $25/\$77.25$	3.10	.39	\$.39	3.00
6. $105 \times 120$	12,500	1,260	1,800	126,000
7. $\frac{3}{4}$ of 75	100	50	55	61
8. $2\frac{1}{2} \times 3\frac{3}{4} \times \frac{3}{4}$	5	10	97\frac{1}{2}	6
9. $7\frac{1}{2} \times 7\frac{1}{2} \times 7\frac{1}{2}$	523/64	375	350	8
10. $48/97440$	2,000	200	23	230
11. $18/12600$	70	80	700	800
12. $100/24.6$	2.46	.246	24.6	246
13. $1000/38.45$	3.845	384.5	.3845	.03845
14. $.00468 \times 1000$	468	4.68	46.8	.468
15. $365.4 \times 100$	36.54	3.654	.3654	3,654

Examine again and state which you should know immediately to be incorrect.

(b) State how you know:

- (1) That  $3 \times 5\frac{1}{2}$  cannot be more than 6.
- (2) That  $8 \times 10$  cannot be less than 5.
- (3) That  $15 \times \$1.23$  cannot be less than \$15.
- (4) That  $15 \times \$1.23$  cannot be more than \$30.
- (5) That the quotient for 45 divided into 4960 must be over 100.
- (6) That the product of  $208 \times 305$  must be more than 60,000.
- (7) That the first quotient figure of 5625 divided by 19 is not 3.

(c) For oral examination. In which of these pairs do the numbers have the same value, or mean the same amount:

- |                                             |                                     |
|---------------------------------------------|-------------------------------------|
| (a) $\frac{3}{4}$ , .75.                    | (l) \$.001, $1/10$ of a cent.       |
| (b) $\frac{3}{4}$ , $4/3$ .                 | (m) $1\frac{1}{2}$ , $18/5$ .       |
| (c) \$10.5, \$10.50.                        | (n) $3\frac{1}{4}$ , $4/3$ .        |
| (d) \$10.5, \$10\frac{1}{2}.                | (o) 86, 860.                        |
| (e) \$10.50, \$105.                         | (p) 8.6, 8.60.                      |
| (f) 1 bu., 32 qt.                           | (q) .45, .450.                      |
| (g) $1\frac{1}{2}$ bu., $32\frac{1}{2}$ qt. | (r) .45, .045.                      |
| (h) .6146.3 mi., 146.30 mi.                 | (s) .33\frac{1}{3}, $\frac{1}{3}$ . |
| (i) 018.7 mi., 180.7 mi.                    | (t) $\frac{1}{4}$ , .25.            |
| (j) $66 \frac{2}{3}c$ , $\$2/3$ .           | (u) $1/6$ , $16\frac{1}{3}$ .       |
| (k) $66 \frac{2}{3}$ mi., $2/3$ mi.         | (v) .4, $4/5$ .                     |

(d) Read each of these statements or equations of two things that are equal. If the statement is true, say "True." If the equation is not true, say "False." Then change it to make it true.

- |                                                             |                                                                                                     |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| 1. $8/16$ equals $\frac{1}{2}$ .                            | 8. $7\frac{1}{2}$ divided by $1\frac{1}{2}$ equals $15/2 \times 2/3$ .                              |
| 2. 9 divided by $3/2$ equals $9 \times 2/3$ .               | 9. 6 divided by $\frac{3}{4}$ equals $6 \times 4/3$ .                                               |
| 3. $\$3$ equals 375 cents.                                  | 10. $\frac{83\frac{1}{2}}{66 \frac{2}{3}} \times 100$ equals $\frac{250}{3} \times \frac{200}{3}$ . |
| 4. $\frac{3}{4}$ of 24 equals 24 divided by $\frac{3}{4}$ . |                                                                                                     |
| 5. $100 \times .46$ equals 46.                              |                                                                                                     |
| 6. .08 plus .09 equals .017.                                |                                                                                                     |
| 7. $12 \times \frac{1}{2}$ equals 12 divided by 2.          |                                                                                                     |

(e) Calculate the answers by approximate reckoning, then reckon accurately. Use pencils only when each answer is complete and ready to jot down:

- (a) \$46—\$6.75 equals approx. 46—6.
- (b) \$37.50—\$6.95 equals approx. 37.50—7.
- (c) \$48.30—\$25.50 equals approx. 48—25.
- (d) \$39.10—\$10.20 equals approx. 39—10.
- (e) \$428—\$107.25 equals approx. 428—107.
- (f) \$37.25 plus \$3.50 plus \$47.80 plus \$13.35 equals approx. \$40 plus \$60.

#### CITIZENSHIP—Grade VIII.

##### CORN LAWS AND THEIR REPEAL

During the French Revolution British farmers had reaped great profits through the high price of wheat. At the close of the war, in 1815, the farmers were determined to keep up the price. An act was, therefore, passed prohibiting the importation of foreign wheat until after the price in Britain reached 80 shillings a quarter; colonial wheat might be brought in when the price reached 67 shillings. In 1822 a sliding scale of duties was adopted. When the price of wheat was low abroad the duty was to be high, so that the English land-owners might always be free from the competition of cheap wheat. The purpose was alright but, with the increasing industrial population, it worked greatly to the interests of the landed proprietor, and made bread very expensive for the working classes. As a result, agricultural classes favored the Corn Laws, but the manufacturing classes were anxious for their repeal because high cost of bread meant high wages in the factories.

At last Richard Cobden, a manufacturer, with the assistance of John Bright, worked to repeal the corn laws. They joined an Anti-Corn Law League to further their cause. Then Robert Peel, the Prime Minister saw something must be done. By 1842 they succeeded in having the duties considerably lessened. In 1845 a famine took place in Ireland on account of the failure of the potato crop, and a large number of the people died. It was seen that the high tariff prevented food getting in to that country, so Peel carried through the repeal of the Corn Laws in 1846. Wheat was then admitted free to both England and Ireland.



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### FREE TRADE

In 1800 very heavy taxes had to be paid upon almost all classes of goods. A famous writer of those days said, "Taxes are paid upon every article which enters the mouth, or covers the back, or is placed upon the foot; on everything that comes from abroad or is grown at home; taxes on the sauce that pampers the appetite, and the drug that restores the health; on the poor man's salt, and the rich man's spice." It can be seen that these taxes were levied not only upon the luxuries of the few, but upon the necessities of life of all. Among others there was the heavy duty on foreign grain.

The government hoped by taxing foreign goods to make British industry thrive. However, the chief effect of these duties was to increase the cost of living and therefore of production. The first step towards relief from these taxes was the repeal of the Corn Laws in 1846. The general result of this was so satisfactory that duties were taken off other goods and, by 1852, every vestige of protection had been swept away, and England became a Free Trade country.

### ABOLITION OF THE SLAVE TRADE

The slave trade started by John Hawkins still existed but a kinder feeling was growing up in Britain towards races in different parts of the Empire. Slavery had long since disappeared at home and it was felt that the slave trade which had caused such terrible cruelties in Africa should be abolished.

Wilberforce took up the task of abolishing slavery in the colonies and by 1807 a law was passed forbidding trade in slaves. In 1833, slavery within the British Empire was abolished. The British Government granted \$100,000,000 to pay the owners in the colonies for the loss of their slaves.

### FACTORY ACTS

With the development of the Factory System it was found that men, women, and children were working very long hours in factories that were poorly lighted and poorly ventilated.

In 1802 a Factory Act was passed that aimed to better the condition of child apprentices as to hours, clothing, conditions of the building and education. It was the first step towards the betterment of conditions of factory workers.

In 1819 a Factory Act prohibiting the employment of children under 9 years of age was passed. The act of 1833 limited the hours of work for children from 9 to 13 to nine hours a day, and young persons between 13-18 to twelve hours a day. In 1843 an act was passed forbidding the employment of women and children in mines.

Since that time many acts have been passed to improve the conditions of workers. They have been made to include hours in restaurants, stores, hotels, as well as workers in factories.

### POOR LAWS

Following the break-down of the manorial system and the destruction of the monasteries, there was passed in 1601 a Poor Law enacting each parish to tax the inhabitants to provide for its poor.

Under the Factory System there were often times of unemployment and it was found necessary in 1795 to establish a system of doles to be given if men were not earning enough to support a family. This did not bring out the best in workmen, and it led to employers giving low wages.

In 1834 the "Poor Law Reform" was passed allowing aid only to those who were really destitute. In order to obtain relief they were required to go to a work-house. There were of course a few exceptions for the aged, the sick, the widow, or the children for a short period after the death of the father or other head of the family.

### OLD AGE PENSIONS

The "Reformed Poor Law" did not really solve the problem of providing for the old people of the poorer classes, so in 1908 an Old Age Pension Bill was carried in parliament. It provided that every man and woman who had reached the age of 70 years and did not have an annual income of more than \$155 a year should receive a pension according to the income. In 1916 owing to the increased cost of living these old age pensions had to be increased.

## Local News

### VILNA LOCAL

On Saturday, October 6, the teachers of Vilna and vicinity, held a meeting at the Vilna school, to discuss the forming of a local branch of the Teachers' Alliance. Mr. McCaugherty of Pine Knoll school, to whom chief credit for the movement must be given, addressed the teachers pointing out the many advantages of a local branch. Mac's enthusiasm was contagious. The teachers unanimously decided to organize, and elected the following officers:

Hon. Pres., Mr. X. P. Crispo, I.P.S., St. Paul De Metis.

President, Mr. Wm. Baylis, Errol school.

Vice-President, Mr. John Woywitka, Stry school.

Secretary-Treasurer, Miss Alice Kendrew, Pine school.

Press Representative, Joe Garvey, Sunny Knoll.

Meetings are to be held on the third Saturday of each month, and upon such other dates as may be decided.

### MAGRATH

At a meeting of the teachers of the Magrath school and surrounding schools, held Friday, October 12th, the organization of the Magrath Local of the A.T.A. for the year 1928-29 was effected. The following officers were elected:

President, G. L. Woolf; vice-president, Athol Cooper; secretary-treasurer, Grant G. Woolley.

The executive propose beginning a vigorous campaign for membership within the next few days and we hope to obtain 100 per cent of the teachers in the district covered by our local.

The meeting voted to adopt and support the idea as advanced by the A.T.A. for a School Week to be held in December next.

### ROCKYFORD

We are pleased to note that the teachers of Rockyford and district met recently and formed a Local Alliance. Any teacher in the vicinity is invited to attend the next meeting, to be held in the High School at Rockyford at 3 p.m., November 17th. The Executive of the Local, whose able leadership will provide interesting and helpful meetings, are:

President, Chas. Bradwell; Vice-President, (not yet elected); Secretary-Treasurer, R. Hulland; Pres. Secretary, Miss E. M. Cheer.

### CHAMPION

The teachers of Champion and vicinity have also shown their professional spirit by forming a Local under the following leadership: R. C. Baker, President; Miss Augusta McNaughton, Vice-President; Miss Zilpha Fleming, Secretary-Treasurer. The membership of this Local, at present, is twelve.

### EDSON

Edson Local is again on the map! Mr. Peterson is President; Miss Cruttenden, Vice-President; and Mr. C. D. Denney, Secretary-Treasurer. The Local is going strong as usual.



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